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ABSTRACT

These instructors' handbooks were developed for a special basic and advanced workshop series held for State-local employee development officers. They are designed to provide a complete "package" of curricular materials and readings for participants in a three-day basic workshop, or in a four- or five-day variant of that workshop, or in a three-day advanced workshop. The guides provide day-by-day instructions, and copies of participant handouts are provided. A list of audiovisual materials, with costs and names and addresses from which they can be purchased, is also provided. (KM)

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INSTRUCTOR'S GUIDES

WORKSHOPS IN EMPLOYEE DEVELOPMENT

FOR STATE AND LOCAL TRAINING OFFICERS

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
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PREFACE

Recognizing the need for creation of an awareness of technical and management competence at State, local, areawide and nonprofit agency levels throughout the nation, HUD contracted with the Bureau of Training, United States Civil Service Commission, to develop and conduct a special basic and advanced Workshop for State-Local Employee Development officers. This workshop series began in 1970, and has since been held throughout the United States. The Instructor's Handbooks attached, in a revised 1972 edition, are being made available to clientele agencies with the expectation that qualified employee development officers in each agency will multiply the effect of this series through in-house generated training efforts. The Handbooks in this volume are designed to provide a complete "package" of curricular materials and readings for participants in a three day Basic Workshop, or in a four or five day variant of that workshop; and in a Three Day Advanced Workshop. Training officers are encouraged to reproduce as needed by xerox or other means any of the materials included in these volumes. In addition, several ancillary commercial texts are recommended in the bibliographic and other sections, and may be corrollated with portions of the workshops. State-local and nonprofit agency trainers seeking advice on the use of this handbook may feel free to contact the US Civil Service Commission Regional Training Center nearest their location; the Office of Planning and Management Assistance, HUD, Washington, DC 20410; or the Bureau of Training, US Civil Service Commission, Washington, DC 20415.

Attachment to CSC 410-146

UNITED STATES CIVIL SERVICE COMMISSION

BUREAU OF TRAINING

PERSONNEL MANAGEMENT TRAINING CENTER

INSTRUCTORS' GUIDE

FOR

"WORKSHOP IN EMPLOYEE DEVELOPMENT"

TABLE OF CONTENTS

I.	SCOPE, STRUCTURE AND OBJECTIVES OF THE COURSE	1
II.	RECOMMENDED TEXT	2
III.	COURSE OUTLINE	3
IV.	TOPICAL OUTLINES AND OUTLINES AND GUIDES FOR PRESENTATIONS	5
V.	PARTICIPANT HANDOUTS	85
VI.	AUDIO-VISUAL MATERIAL	201
VII.	COURSE DESCRIPTION	205
VIII.	SAMPLE LETTER TO PARTICIPANTS	207
IX.	SAMPLE CERTIFICATE	209

WORKSHOP IN EMPLOYEE DEVELOPMENT

I. SCOPE, STRUCTURE AND OBJECTIVES OF THE COURSE

SCOPE AND STRUCTURE

This five-day workshop is designed for staff members from state and local agencies (and eligible nonprofit members) who are responsible for the development and training of employees.

The workshop includes lectures, group discussions, practical exercises, workshops, and outside readings with a special emphasis on HUD and closely related programs. Areas to be covered include:

- function of training
- learning theory
- characteristics of the adult learner
- roles of the trainer
    - -- learning specialist
    - -- administrator
- process of training
    - -- identifying training needs
    - -- setting training objectives
    - -- selecting training methods and materials
    - -- determining resources
    - -- conducting learning experiences
    - -- evaluating training results
- organizing and managing training
- assisting in career development of employees, including the underutilized and disadvantaged
- principles and methods of counseling adults

COURSE OBJECTIVES

Each learner should be able to demonstrate understanding of the following fundamentals of employee development:

1. Various functions and roles in employee development
2. Basic learning theories and characteristics of the adult learner
3. The training process:

    a. identifying training needs
    b. setting training objectives
    c. selecting training methods and materials
    d. determining resources
    e. conducting learning experiences
    f. evaluating training results

4. Principles and methods of counseling adults
5. Organizing and managing training
6. Developing the underutilized and disadvantaged

II. RECOMMENDED TEXT

The recommended text for this workshop is Employee Training and Development in the Public Service, edited by Kenneth T. Byers, Public Personnel Association, 1313 East 60th Street, Chicago, Illinois 60637, 1970, $9.95 per copy. Most units within the workshop are keyed to specific reading assignments in the text, but the use of the text is optional.

III. COURSE OUTLINE

WORKSHOP IN EMPLOYEE DEVELOPMENT

DAY I

9:00 - 9:30	STRUCTURE AND OBJECTIVES
9:30 - 11:30	FUNCTIONS AND ROLES OF EMPLOYEE DEVELOPMENT
11:30 - 12:30	LUNCH
12:30 - 2:30	PROCESS OF TRAINING
2:30 - 2:45	BREAK
2:45 - 4:00	DETERMINING TRAINING NEEDS

DAY II

9:00 - 10:30	STATING TRAINING OBJECTIVES
10:30 - 10:45	BREAK
10:45 - 12:00	LEARNING THEORIES AND CHARACTERISTICS OF ADULT LEARNERS
12:00 - 1:00	LUNCH
1:00 - 4:00	INSTRUCTIONAL METHODS

DAY III

9:00 - 10:15	INSTRUCTIONAL METHODS (continued)
10:15 - 10:30	BREAK
10:30 - 12:00	TRAINING RESOURCES -- GOVERNMENT AND NON-GOVERNMENT
12:00 - 1:00	LUNCH
1:00 - 4:00	TRAINING AND HUD PROGRAMS

DAY IV

9:00 - 10:15	CAREER DEVELOPMENT AND COUNSELING ADULTS: PRINCIPLES AND METHODS
10:15 - 10:30	BREAK
10:30 - 12:00	TRAINING THE DISADVANTAGED EMPLOYEE
12:00 - 1:00	LUNCH
1:00 - 4:00	THE TRAINER AS AN ADMINISTRATOR

DAY V

9:00 - 12:00	EVALUATION OF THE TRAINING FUNCTION AND TRAINING CARRYOVER WORKSHOP
12:00 - 1:00	LUNCH
1:00 - 3:30	WORKSHOP: STUDENT-LED DISCUSSIONS
3:30 - 4:00	SUMMARY AND CRITIQUE

IV. TOPICAL OUTLINES AND OUTLINES AND GUIDES FOR PRESENTATIONS

F I R S T D A Y

Topic: Structure and Objectives

Time: ½ hour

Content: During this period the speaker welcomes the group on behalf of the Civil Service Commission, introduces the staff, gives the purpose and objectives of the course, and previews the subject matter and the five-day schedule. Class members will introduce themselves, describe their present position and objectives for attending the program. Additionally, participants will be asked to fill out 3x5 index cards indicating developmental needs. Ask them to be as specific as possible in terms of identifying these needs.

Resource: The course director is the most suitable person for this part. It gives him the opportunity to introduce himself and establish his role in the course. The welcome portion can, of course, be given by the center director, the regional director, or other high-level official.

NOTE: The course director should collect the 3x5 index cards and hold for use in the unit, "Stating Training Objectives."

Outline and Guide for Presentation

Structure and Objectives

The course we are beginning today has an interesting background. The costs of developing and presenting it are borne by the Department of Housing and Urban Development under the authority of Title VIII of the Housing Act of 1964. Title VIII, as I am sure you all know, authorized a grant program to states to train administrative, professional, and paraprofessional people who are involved in various aspects of community development. Fiscal year 1972, this year, is the fifth year that Title VIII has been funded.

The U.S. Civil Service Commission is of course actually delivering this course. Last year the initial session of "Workshop in Employee Development" was conducted in each Civil Service Commission region. Based on these experiences, we have modified the basic course and expanded our efforts to include a second advanced workshop. This will be a three-day course intended for staff members who have considerable experience in training administration or have attended this course.

We have been in the training business for quite a few years now. However, when we got into the business we would never have dreamed we would reach the size we have -- and we are still growing. Our training system is made up of our Bureau of Training in Washington and ten regional training centers, one in each of our regional offices. The regional training centers have recently decentralized in order to build a training capacity into our 65 area offices. The bulk of our work is conducting training. Our entire operation is reimbursable. We charge for what we do and those organizations that participate in it share the costs. The whole thing is financed by a revolving fund and we are prohibited by law from either showing a profit or a loss. We trained 60,000 people last year. Our curriculum includes nearly 200 different courses.

We first became involved with Title VIII when the HUD people approached us a couple of years ago and asked us to assist in the review of Title VIII applications. They knew that, since we have to deliver training at actual costs, we have a good idea about how much different kinds of training should cost. At that time they did not feel that they had that kind of skill.

It was not until the passage of the Intergovernmental Cooperation Act of 1968 that the Commission began training state and local government people in any significant numbers. This year state and local participation will account for about 15 percent of our total. The Intergovernmental Cooperation Act authorized Federal agencies to provide specialized and technical services to state and local governments.

Putting the two authorities together, Title VIII and the ICA, brought about this course. We are proud to have a part in it. We are proud to have you here.

There is another piece of legislation that you have heard about. It combines the best of Title VIII and the best of the ICA. The Intergovernmental Personnel Act was signed by the President in January 1971. Under the terms of the IPA, states and localities will receive grants from the CSC for the purposes of improving their personnel systems and meeting unmet training needs. If you have not already, you will probably be hearing a lot about the IPA. We are excited about it and about your future and ours in the critical job of training our people at all levels of government to meet successfully the great challenge of the last third of the twentieth century.

F I R S T D A Y

Topic:	Functions and Roles in Employee Development
Time:	1 3/4 hours
Objectives:	Participants will have an increased understanding of the training function and various roles in employee development. Participants will be able to identify their own roles and developmental needs.
Content:	An understanding of the employee development function and the roles of management and employee development personnel is of primary importance for anyone working in the field. This topic will examine the purpose, the interrelationship to other areas of personnel management, and the potential benefits of employee development. It will provide an introduction and overview for subsequent sessions in the program.
Methodology:	Lecture and discussion
Resource:	Course director
Readings:	Text, pages 313-316

Outline and Guide for Presentation

Functions and Roles in Employee Development

I. Employee development function

A. Purpose: development of the human resources of an organization

1. Give or increase knowledges
2. Develop or improve skills
3. Change attitudes

B. Key management tool: implications for all elements of personnel management

1. Recruitment

a. costs
b. selection criteria
c. paraprofessional/professional mix

2. Placement and advancement

a. assignment and reassignment
b. career systems

3. Employee morale and motivation

C. Organizational responsibilities in employee development

1. Management role

a. overall objectives and goals
b. training priorities
c. resource allocation

2. Role of employee development personnel

a. determining training needs

(1) job analysis
(2) employee skill levels

b. identify training resources

(1) formal training programs
(2) Federal grants programs
(3) subject matter experts

c. process employee development actions

(1) scheduling of employees
(2) facility and financial arrangements

d. conduct training programs

(1) develop methods and materials
(2) design course curriculum
(3) instruct

e. advisor and training advocate to all levels of organization

(1) need for continued effort
(2) benefits of employee development

f. evaluate training activities

(1) goals or objectives achieved
(2) need for additional or increased effort
(3) successful or unsuccessful efforts

D. Potential benefits of employee development

1. Lower manpower costs
2. Increased productivity

a. error and waste reduction
b. less need for close supervision

3. Increased employee job flexibility

a. better skills utilization
b. ability to fill critical positions internally

4. Improved employee morale

a. turnover
b. excessive leave
c. accident rates
d. employee grievances

II. Summary

F I R S T D A Y

Topic:	A Process of Training
Time:	2 hours (this session may be longer at the discretion of the course director)
Objectives:	Upon completion of this session, participants will (1) have an increased understanding of training as an organized process; and (2) have an understanding of where they will be going the rest of the course and why.
Content:	This unit is concerned with defining employee development and describing the guided discussion process of training.
Methodology:	This unit will emphasize that training can be approached in an organized and systematic manner.
Materials:	Process of Training (Handout #1)
Resource:	Course director
Readings:	Text, Chapter 1 and 2

Outline and Guide for Presentation

A Process of Training

Introduction: Why are you here?

Response - write on chalkboard
(ask students)

What is training? education? learning?

Response - (chalkboard)

Training can have many definitions. For our purposes, let us define training as the process by which:

1. the behavior of an individual is changed;
2. this change is effected over a specified period of time;
3. there is the possibility of measuring the change.

The ultimate purpose of training is some modification of the behavior of an individual. Man must constantly change as his environment changes -- he must learn to adapt, and this adapting process can happen accidentally or it can be planned. Either way, man will usually make the necessary adaptations if only to survive. It is more economical and meaningful for the individual and our socio-economic system if the changes are planned for and the necessary developmental opportunities are provided. These developmental opportunities which help the individual better perform tasks, or improve performance, can be seen as an organized process.

Presentation:

I. Many ways to look at a process of training

A. One way - inductive vs. deductive

1. Inductive

a. starts with the individual
b. based on individual's needs
c. there are areas where this is necessary and highly desirable

Example: Career development programs, i.e., management training programs - related to developing the manager as a person rather than to accomplish specific tasks.

2. Deductive

a. job oriented
b. can be analyzed and developed through an orderly process which involves the following steps:

(1) Develop job standards
(2) Identify needs
(3) Determine objectives
(4) Develop curriculum
(5) Select methods and materials
(6) Obtain instructional resources
(7) Conduct training
(8) Evaluate feedback

B. Not discrete steps --

1. Cannot be followed in rigid order
2. Require a high degree of interaction and recycling

C. How process of training might look

1. Cannot be used as a checklist
2. Rather, a road map which shows the usual stops when building a training program
3. Some programs may require additional steps
4. Few can delete any of the steps without risking failure

II. Developing job standards

A. Why start here?

1. To avoid ambiguity - "no-win" situation
2. To determine developmental processes which

a. prepare an individual to do a job
b. improve his/her performance

B. Definition: What an individual is expected to do and at what level of success or output he/she is expected to do the job.

C. Who should develop job standards?
(ask students - develop list on chalkboard or flip chart)

Ideally -

1. The trainee

   (a) know the job
   (b) knows what he/she can and cannot do

2. The supervisor

   (a) knows trainee's capabilities
   (b) knows how he/she expects the job to be performed

3. The trainer

   (a) acts as consultant/coordinator
   (b) provides resource information

4. The "consumer"

   (a) on receiving end of trainee's services or product
   (b) can point out deficiencies

Realistically -

1. Total involvement is too infrequent
2. Requires time and concentration of many people who do not see their role in the training process
3. Must settle for less. Therefore, absentees may make a portion of the job standards invalid
4. Frustration - just in trying to bring these together

   (a) encourages - deleting this step, or
   (b) compromising, or
   (c) accepting - "of course, everybody knows what the employee has to do."

III. Identifying training needs

A. At various times during their work experience, everyone can be expected to have some training needs. What are some of the obvious work situations that would indicate a training need? (ask students - list on chalkboard or flip chart)

1. Change in procedures
2. New technologies
3. Change of job
4. Need to update or keep abreast of the "state of the art"

B. Mathematically it looks like this:

1. JS - PP = N
2. JS = Job standards
3. PP (Present performance) = What the individual knows, does, or thinks
4. N = Needs

NOTE: A more detailed discussion of training needs will be covered in a later session.

IV. Determining training objectives

A. Necessary to be selective

1. Step 2 - Identifying training needs usually produces an overwhelming list of needs

2. Needs may be valid to the individual but not to the job

   a. Outside organizational responsibilities

3. Too many to be met by one training program

   a. Limitations

      (1) time
      (2) energy
      (3) money

B. Decision-making

1. Develop hierarchy of needs
2. Conflict

   a. individual needs
   b. organizational needs
   c. if not reconciled the training program may be in difficulty

3. Training committee

a. include trainer
b. viewed as too expensive
c. can contribute to success of the program

C. Develop specific objectives. What are specific behavioral objectives? (ask students)

1. Behavioral objectives - the kinds of specific behaviors expected of the trainee by the end of the program

2. Test against

a. job standards -

(1) do the objectives relate to the job standards?
(2) if not, why are they included?

b. identify needs -

(1) has the trainee already mastered the behavior stated in the objectives?
(2) if so, why are they included?

3. The objectives should be clear and without ambiguity

a. should become trainees' expectations
b. should become management's expectations

NOTE: A more detailed discussion of training objectives will be covered in a later session.

V. Develop curriculum

A. Definition: the content or subject matter organized in a meaningful sequence. (give definition)

1. The primary criterion in sequencing is that the order of presentation make sense to the trainees. The sequence of learning experiences can be established on one or a combination of several bases as follows:
(list on chalkboard and ask students for examples)
a. logical order

(1) materials are presented either in order of difficulty or in accordance with a logical arrangement of the subject matter

b. problem-centered organization and sequencing

(1) pose a general problem and then describe the various means of solving it; or where no solution exists, it is possible to identify the factors involved in the problem and develop alternative solutions

c. descriptive order

(1) many content areas are highly descriptive, e.g., programming and budgeting, data handling and information systems and quality contol procedures involve carefully prescribed sequential operations

d. job performance order

(1) this is a sequence based on the sequence in which a job, duty or task is actually performed, e.g., in teaching operation or repair of equipment, it is often desirable to organize and sequence the instruction in the exact order in which each task is completed by the operator or repairman

e. psychological order

(1) This is an ordering of content and learning experiences based on ease of learning. For this reason it may take any one of the prior forms or a combination of all. In general, it means that older learnings serve as the basis for new learnings; that, when possible, the trainee moves from the simple to the complex, from the near to the far, from the familiar to the unknown, from the concrete to the abstract.

VI. Select methods and materials

Except for the selection of training objectives, proper selection of the methods and materials will do more to promote efficiency and effectiveness of instruction than any other measure.

A. Factors in selecting methods and materials (list on chalkboard or flip chart and ask students how each factor will influence methods and materials selection)

1. Instructional objectives

a. The overriding consideration in the selection of methods and materials is the objective of instruction, that is, what the trainee will be required to do either during a later stage of his training or on the job

2. Course content

   a. the nature of the content itself must be considered in selecting the methods and materials

3. Trainee population

   a. the size of the trainee group, the educational level, prior training, aptitudes, maturity, reading and speaking ability, and the teaching location must be considered

4. Instructors

   a. the number, quality, and competencies of available instructors are important factors to consider

5. Space, facilities, equipment, and instructional materials

   a. each selection of methods and materials requires the use of specific types of facilities, equipment, and materials. If the required facilities are not available, an alternative method may be dictated

6. Time

   a. the time available for a particular block of instruction also governs the methods and materials selected

7. Costs

   a. The matter of costs is of paramount importance in any training program. Criteria relating to costs are not separate and distinct from other factors.

VII. Obtain instructional resources

What are the sources of instructional resources available to you? (ask students and list on chalkboard or flip chart)

A. Trained educators - from colleges, technical schools, and vocational instructors

B. Line supervisors and managers - from the organization

C. Staff training specialists - from the organization

D. Outside experts - from private industry and other governmental agencies

VIII. Conducting training

This phase requires careful preparation and supervision. Lack of it can result in "blowing the entire process."

A. Conference leadership (ask students for problems they have encountered in this area, either as students or training program directors)

1. Program planning

a. Facilities, equipment, visual aids

(1) ventilation, heat, lighting
(2) A/V equipment (Have you previewed films?)

b. Student materials
c. Staff

2. Time components

a. agreed upon
b. honored
c. flexibility

3. Trainee attendance

a. degree of tardiness

(1) reason
(2) no punitive action

b. early sign of adult drop-out

c. adequate recognition for attendance and completion

(1) some - being able to do a job better
(2) some - more immediate form
(3) not pasted on the end - must be part of the training process

IX. Evaluation and feedback

Part of each and every step in the training process

A. Evaluation - as an undertaking tends to:

1. frighten people
2. immobilize people
3. not necessarily research requiring a research specialist
4. <u>each</u> person involved in the administrative or learning phase must be able to:

a. develop criteria for evaluation
b. apply the criteria

B. What to evaluate? (ask students)

1. Return to process of training -

<u>Example</u>: Job standards - can trainees perform the tasks at the agreed upon standards modified by the objectives?

2. Evaluation of

a. curriculum
b. methods and materials
c. instructional resources
d. actual conduct

NOTE: A more detailed discussion of training evaluation will be covered in a later session.

X. Summary

This is one way to look at a process for training. I'm sure that most of you are saying to yourselves, "That's great but what does that have to do with me or my organization?"

I would have to agree with you--it does sound great. In fact it is great. What is even more astounding is the fact that it actually works. But then as with any system, it is only as good as the people who operate it.

In order that we might clarify how this thing called training can work and how you fit into the picture, let's look at the various functions and roles you, the trainer, have.

F I R S T D A Y

Topic:	Determining Training Needs
Time:	1½ hours
Objectives:	Participants will have increased understanding of the various methods of determining training needs.
Content:	Determining training needs is a vital component in the process of training. The topic should explore organizational needs and individual needs. Methods for determining long-range versus immediate, and individual versus organizational needs should be discussed with suitable illustrations from actual situations.
Methodology:	Guided discussion.
Materials:	Handout # 2 Training Need Identification Handout # 3 Gathering Data for Training Needs: Need Indicators Handout # 4 Summary--General Methods of Need Determination
Resource:	Course director
Readings:	Text, Chapter 6

Outline and Guide for Presentation

Determining Training Needs

I. Importance of need determination

- A. Increase employee productivity
- B. Aid employee advancement
- C. Eliminate unnecessary training efforts

II. Comparison of employee performance to job standards

- A. Standards developed by management
  - 1. Written
  - 2. Unwritten but understood
- B. Standards developed by employees
  - 1. Unwritten
  - 2. Determined by group or peer pressure

III. Methods of needs determination

- A. Identification of organizational needs
  - 1. Job - task analysis
  - 2. Statement of organizational policies and goals
  - 3. Direct observation of work
  - 4. Supervisory and management records of work
  - 5. Survey of attitudes
  - 6. Research studies
- B. Identification of individual needs
  - 1. Tasks and duties and acceptable standards of performance
    - a. Employee's actual performance
    - b. Difference between standards and actual performance
  - 2. Areas of below-standard performance
    - a. Improve by training
      - (1) On-the-job training
      - (2) Formal course
      - (3) Rotational assignments
    - b. Improve by other methods
      - (1) Assign employees to different positions
      - (2) Reduce or narrow employee duties in same position

IV. Relationship to training objectives

NOTE: Use Handout #2 and #3 during guided discussion and #4 as a summary.

S E C O N D D A Y

Topic:	Stating Training Objectives
Time:	1½ hours
Objective:	Participants will have increased understanding of how to convert training needs to specific objectives.
Content:	This unit will emphasize the importance of converting training needs to training objectives. General, facilitating and performance on behavioral objectives should be discussed.
Methodology:	Lecture or self-instructional text, exercise in writing and evaluating performance objectives.
Material:	Selected 3x5 cards of developmental needs submitted by participants during introductory session on the first day.
Resource:	Course director
Reading:	Text, Chapter 6.

NOTE An alternate method for this session is to use the self-instructional text, Preparing Instructional Objectives, by Robert Mager. (Order from: Fearon Publishers, Inc., 2165 Park Boulevard, Palo Alto, California 94306, @ $1.75 per copy.)

The session could then be concluded with a guided discussion using the 3x5 index cards of developmental needs.

Outline and Guide for Presentation

Stating Training Objectives

I. Definition: An objective is a statement which describes the intent of your training.

II. Stating objectives in performance terms

A. Terminal Behavior

(1) Describe what the learner will do to demonstrate that he has attained the objective.

B. Conditions

(1) Stipulate significant conditions under which the learner will demonstrate that he has actually learned the behavior.

C. Acceptable Level of Performance

(1) Specify the standards of performance (acceptable level) that will be expected.

III. Types of training objectives

A. General

(1) Guides for entire training programs
(2) Very broad in scope

B. Facilitating

(1) Objectives of individual session
(2) Intervening tasks employees must learn in order to meet overall objectives
(3) Narrow in scope

IV. Problems in writing objectives

A. Vague, non-specific terms
B. Failure to identify terminal behavior to be demonstrated

V. Consequences of poor objectives

A. Inappropriate training
B. Under-training in some areas, over-training in others
C. Very difficult to determine when training is ineffective

VI. Exercise

A. Give small groups a 3x5 index card of a developmental need submitted by participants on the first day.

B. Have groups write general and performance objectives

C. Have several groups present their objectives to the class

D. Have class critique the objectives

NOTE: A cross-section of the 3x5 cards which illustrate developmental needs stated in terms of general goals as well as specific objectives should be utilized in this exercise. The suggested number of cards would be 2-3 for each group.

S E C O N D D A Y

Topic:	Learning Theories and Characteristics of Adult Learners
Time:	1½ hours
Objective:	Participants will have an increased understanding of the various learning theories, the characteristics of the adult learner, and their implications for the training situation.
Content:	There are a number of theories of learning. From these theories, there are a number of useful generalizations about learning and characteristics of the learner that are helpful to the trainer. The emphasis of this unit is to identify various learning theories, the characteristics of the adult learner, and relate these characteristics to the learning situation.
Methodology:	Opinionnaire, guided discussion, and lecture.
Materials:	Handout #5, Generalizations about the Adult Learner (Questionnaire)
Resource:	Course director or training specialist
Reading:	Text, Chapter 7

NOTE: Emphasis should be on characteristics of the adult learner, and implications for training with only a brief introduction of various learning theories.

Outline and Guide for Presentation

Learning Theories and Characteristics of the Adult Learner

I. Learning Theories

A. Behaviorism - developed by Thorndike, Watson, Guthrie, Skinner, Hull, and others.

B. Gestalt - developed by Lewin, Kohler, Tolman, Wertheimer, and others.

C. Other theories such as: Freudian School
Functionalists
Mathematical Models

II. Exercise

A. Have participants individually answer opinionnaire. "Generalizations about the Adult Learner."

B. Have participants discuss answers within their groups and see if agreement can be reached on each statement.

C. Lead a class discussion based on the ten statements.

III. Areas of Emphasis for Guided Discussion

A. Main characteristics of the adult learner

1. Adults are self-directing

a. opportunity to influence direction of training
b. active participation

2. Adults have considerable experience

a. utilize in training session
b. group activities important

3. Adults have immediate intentions to apply material learned

a. concern for practical aspects of training
b. applicability of theory must be evident

B. Implications for training situation

1. Friendly and informal
2. Participant involvement in training sessions
3. Participants able to evaluate their own progress
4. Variety in instructional methods very important
5. Problems and concerns of employee of primary interest

SECOND AND THIRD DAY

Topic: Instructional Methods

Time: 4½ hours

Objectives: Participants will have an increased understanding of how to prepare for instruction, including classroom management.

Participants will have an increased knowledge about (but not skills in) the more significant instructional methods.

Content: The first part of this session covers in-depth the actual mechanics of preparing a good lesson plan. Classroom management can also be discussed here as a critical part of the planning responsibility and to include such things as scheduling training space, briefing guest instructors, notification of students, advance ordering of texts, articles, and workshop materials, seating arrangements, physical facilities.

It should provide a thorough orientation to each of the major instructional methods by analyzing purpose; kinds of skills, knowledge, attitudes learned or changed; learning principles; and ways to conduct. Special emphasis is given to criteria for selecting and using one particular method over another (sequencing, timing, effectiveness, cost). Every opportunity should be given participants to observe, where possible, an in-depth demonstration of each technique.

It should cover in somewhat more detail such commonly used methods as the lecture, conference, demonstration, case, incident process, role play, and programmed instruction. Training aids may be included as part of the discussion on the demonstration method.

If time permits, and depending on student interest or need, other methods could be included: in-basket exercise, drama, business games, sensitivity training, management grid, correspondence courses, etc.

Topic:	Instructional Methods (continued)
Material:	Handout #6 Lesson Plan Outline Handout #7 Lesson Plan Appraisal Handout #8 Classroom Management Handout #9 The Guided Conference Handout #10 Role Play Instructions Handout #11 The Incident Process in Action Handout #12 Characteristics of Programmed Instruction Handout #13 Lou Alhern
Methodology:	A variety of methods should be used in this unit to demonstrate the various instructional methods. In addition, there are a number of audio/visual aids available to assist in this session. These are listed in the audio/visual section of this guide.
Resource:	Course director or experienced training specialists
Readings:	Text, Chapters 8, 9, and 10.

Outline and Guide for Presentation

Instructional Methods

I. INTRODUCTION

A. Review of unit goals and structure.
B. General identification of areas of participant interest and concern.

II. PREPARING FOR INSTRUCTION

A. Developing lesson plans.

1. What preparation should a trainer make for his sessions
2. Selecting and organizing materials
3. How to use guides effectively in a classroom setting
4. What should a training guide for agency-wide use should include

B. Classroom management.

1. Planning for the class
2. Organizing physical facilities
3. Attention by instructor to his personal appearance

III. INSTRUCTIONAL METHODS

(A more detailed lesson plan for this session is attached)

A. How to select, use, and blend instructional methods.

1. Timing
2. Cost
3. Effectiveness
4. Sequencing
5. Instructor capability
6. Class size
7. Level of participant experience and knowledge

B. The lecture method.

1. Definition
2. Types
3. Advantages
   a. New material
   b. Cover much material
   c. Introduce and summarize in other methods
   d. Large groups
4. Disadvantages
   a. No feedback
   b. Passive learning
   c. One-way communication
   d. Impersonal
   e. Boring
   f. Cover too much material
5. Remedies for disadvantages
   a. Questions
   b. Strive for clarity and interesting manner
   c. Use audio-visual aids
   d. Lesson plans

C. The conference

1. Definition
2. Group goals
3. Planning the conference
4. Handling conference characters
5. Group participation and communication patterns
6. Group standards and procedures
7. Types of questions and how to ask them
8. Conference leadership do's and don'ts

D. Using case studies

1. Objectives
2. Selecting or developing cases
3. Key teaching points
4. Case discussion formats
5. Strengths
   a. Deals with real problems
   b. Feedback
   c. Learning through others
6. Weaknesses
   a. Small group size
   b. At times difficult to control
   c. Theoretical results
   d. Not always an observable end product
   e. Takes time
7. How to conduct

E. Role playing

1. Defined
2. Purpose
3. Role play theory
4. Basic characteristics
5. Various formats
6. How to select and construct a role play situation
7. Adapting cases, incidents, conferences for role plays
8. How to conduct
9. Special problems

F. The incident process

1. Defined
2. Selecting the incident
3. Identifying key teaching points
4. Small group format
5. Reconstructing the facts
6. Stating the issue
7. Deciding the issue
8. Evaluating the case as a whole

G. The demonstration method

1. Defined
2. When is the proper time for a demonstration
3. Tools and equipment
4. Steps in giving a demonstration.
   a. Instructor does and tells
   b. Students tell, instructor does
   c. Students tell and do, instructor corrects errors
   d. Students practice, instructor coaches
5. Questions and questioning
6. The use of assistants
7. Arranging of students

H. Developing and using audio-visual aids

1. Their use in aiding training effectiveness
2. Kinds of aids
3. When and how to use
4. Hints on "doing it yourself"

I. Programmed Instruction: Applications for Government Training

1. Its psychological bases and characteristics
2. Capabilities and limitations
3. Determining what training needs can be met through PI
4. Preparing objectives for programmed learning
5. Methods and techniques for programming
6. Blending programmed materials with other instructional resources
7. Standards and criteria for evaluating resources and programs

IV. OTHER INSTRUCTIONAL METHODS

A. In-basket exercise
B. Business games
C. Drama
D. Correspondence courses
E. Sensitivity training
F. Managerial grid

V. CONCLUSION

A. Briefly review key points
B. Emphasize factors in the selection, use, and blending of instructional methods.

Detailed Lesson Plan

Instructional Methods

I.

A. Methods

1. Introduction

a. Method alone not important. The objective is to get across the subject matter which leads to the acquisition of skills, knowledges, and attitudes.

b. The last thing to consider is the method in preparing for instruction.

2. Factors to Consider in Methods Selections

- objectives
- subject matter: nature, complexity, amount
- teaching resources available: people, time
- students: size, characteristics (capability, experience, education)
- costs
- facilities
- geography: location of students
- time students or management make available
- general situation: attitude toward method

B. Summary

1. Illustration: Objective. Going to New York City from Washington. Could fly, take train or bus, drive or walk.

2. Can select any method, depending on factors cited, which will permit you to reach goal.

3. Don't only select one pet method. Be willing to try out others.

II. List Teaching Methods

A. Introduction

1. Emphasize -- not trying to sell or persuade regarding one method or another.

2. Need to be knowledgeable about many in order to pick and choose better.

3. No one method is sacred or is the ultimate weapon in teaching.

B. List Methods

1. Q. Let's get a list of methods on the board for us to evaluate and discuss.

2. List of Instructional Methods

1. Lecture
2. Conference
3. Demonstration
4. Workshop
5. Sensitivity (lab)
6. Programmed Instruction (PI)
7. Panel
8. Role Playing
9. Correspondence
10. Case Method
11. On-the-job
12. Buzz
13. Incident Process
14. Drama
15. Problem Solving (Not strictly a method; all training should be problem centered.)
16. Simulation (In-basket)
17. TV - closed circuit
18. Seminars; Institutes; Courses (a whole block of instruction, not a method)
19. Management games
20. Management grid

III. Discussion of Specific Methods

A. Introduction

Discuss what they, main characteristics, advantages, disadvantages, and possible application.

B. Lecture

1. Defined. A talk by a single speaker to a group, which may or may be followed by question and answer period.

2. Characteristics

a. usually formal

b. may be effective, yet also illusory in results. Could write it down and distribute, particularly the straight lecture w/o test systems.

c. need feedback to check on individual or group understanding (not necessarily agreement).

d. people don't really have to learn unless there is a need to use on-the-job.

e. tendency for school teacher to use lecture method only and to teach out-of-date material repetitively.

3. Advantages

- time
- cost
- transfer large amounts of knowledge to large groups
- uniformity
- summarize results
- familiar and acceptable to students, teachers, administrators

4. Disadvantages

- group may not absorb essentials of what was said.
- group may disagree with what was said. No rebuttal.
- teacher's personality and skill can influence student response to and understanding of subject matter.
- passive, not active method. Mental "application" only, if this.
- no thorough way to check key points with instructor or with each other.
- on controversial issues, the lecture can be, or appear to be, one-sided, dogmatic, know-it-all.
- limited to knowledge areas that speaker selects, by his point of view, and by his amount and degree of understanding.
- may not be meeting student needs; may unwittingly go into topics creating prejudice, hostility, resentment.
- emphasizes entertainment values.

C. Guided Conference

1. Defined. A planned active process where discussion is encouraged and channeled toward the training objective through the systematic use by the instructor of key questions.

2. Characteristics

a. useful only in small groups.

b. takes time to do.

c. groups must expect, be used to, and be willing to accept situation. Participation is vital. Where class is tuned to the lecture method, a switch must be made.

d. permissive, trusting, frank atmosphere is necessary.

e. permits greater feedback from students.

f. best suited for the development or changing of insights, understanding, attitudes, beliefs, behaviors; less useful in the transfer of knowledge.

g. remember, lesson plans, tied to key questions, are still essential.

3. Advantages

- more reality-centered.
- feedback.
- learn through group members.
- pooled information.
- teacher can be neutral on controversial issues.
- check, not on acquisition of knowledge, but how it's to be applied or fits together.
- good as sum-up.
- stimulates thought.

4. Disadvantages

- group needs some prior body of knowledge.
- can develop into talkathon.
- one person, or sub-group, can dominate.
- overused.
- maximum size: 25-30.
- manipulative: control factor is hidden in the guise of free speech. Limitations on free discussion are a natural outgrowth of the logic of the situation and the instructor creates the ground-rules, that is, the situation.

5. Examples

   a. secret service agents. training objective: increase staff interest in dressing appropriately on-the-job. conference method: promotes an acceptance of a practical group consensus as to what constitutes suitable business apparel.

   Comment: Conference method is more suitable since individuals tend to resent others telling them what to wear. The group may even be more conservative; adds social pressures; management is the good guy.

6. Discuss. Students' experience with the guided discussion (conference)

   Q. What have your experiences been?

7. Summary

   Emphasize:

   - "guided"
   - instructor's timing: when to direct and when to be quiet.

D. Case Method

1. Defined

   Q. What does the case study method mean to you?

   A. Definition. A technique which uses a case history (story) as a device to take the discussion out-of-the-area of general concepts, to facilitate the application of principles to actual situations and to introduce topics. Generally used with human relations and job related subjects.

2. The Case of Lou Alhern

State: Let's look at the methodology as we read and work on the case.

Q. Ask student to summarize case.

- what is the key or central issue?
- what do we know?
- what else do we know?

Q. Let's look at the conduct of the discussion thus far from the point of view of methodology. What was I doing (wrong)?

A.
- too much involved. Too much guidance.
- questions should go back and forth between students, not one to one -- teacher to student.
- case was not distributed night before. Should know details before you start.

Q. Let's look at actual case. What would you do if you were Sam? (Show a number of solutions).

Q. What do you feel are the advantages?

A. See a number of solutions.

- reality.
- active process.
- specific.

Q. What are the disadvantages?

- time.
- cost of case.
- bull-session.
- difficult to evaluate results.
- hard to transfer a neat package of skills and knowledge.

E. Role Play

1. Defined. Case studies and incidents brought to life; members act out situation and group observes and analyzes it.

2. Uses. Develops and changes attitudes and behavior; protected, practical experience; realistic demonstration. Cite Uses: Instructor training, interviewing, human relations.

3. Characteristics

   - small group.
   - script (not limiting).
   - common background or knowledge.

4. Role Playing Demonstration. Lou Alhern Case.

   - select two players. The "subordinate" is instructed to force the issue.
   - ask demonstration to start; change roles at point "subordinate" forces the issue.

5. Discussion of Role Playing Demonstration

   Q. Let's look at it from point of view of methodology. Did you identify with one or the other? (May not in short time.)

   Q. What was your (players; group) reaction to changing roles?

   Q. What is the purpose of role changing?

   A. Forces people to face up to the situation and recognize that different points of view can exist.

   Cite: Workshop on Negotiated Agreements. Three managers and three union members. Assign management to union roles; switch.

6. Summary

- role playing need not be tied to case study
- never enough data
- teacher can lose control
- care in picking role players
- no school solution
- other points of view
- central issue here - loyalty to boss versus loyalty to the subordinate. Highlights common value conflicts and stresses.

F. Drama

1. Defined. Memorized and rehearsed role playing. Seen mostly in films.

2. Contrast to role playing

G. Incident Method

1. Defined. Method, quite similar to case study, except discussion is based on an incident, a happening, which is only part of the actual case, and group questions elicit the rest of the case data from the instructor.

2. Comment. Really building a case; teacher needs to know information; be prepared for common questions; more difficult method to use; requires greater instructor skill; takes longer; advanced study by class is unnecessary; develops skills in questioning.

H. Buzz Group

1. Defined. Small group "surface" discussions. Philips 66. Six people discuss an issue for six minutes.

2. Purposes. Establish relationships; breaks barriers; sets informal tone; supplies variety.

3. Examples

   - what would you do if instructor failed to report?

I. Workshop

Loose term. Expect product at end. An example -- write a revised training act.

J. On-The-Job Training

1. Defined. Training given at the job site by supervisor and/or co-workers.

2. Characteristics. Usually trial and error learning; an informal haphazard approach; quite often not done.

3. Other terms. Vestibule training; coaching; job rotation.

K. Demonstration Method

1. Defined. An individual shows actual procedure step by step. Can show right or wrong way. Teaching by showing.

2. Characteristics

   - appeals to eye and ear
   - can use actual items or symbols
   - used none in apprentice or skills training
   - strong on visual aids
   - all must see and hear
   - supplies variety

3. Process

   a. tell what will be done. Stress key points.

   b. show students step-by-step. Repeat. Ask for questions.

c. teacher or student does again, with student(s) giving steps.

d. students do by self or as instructed

L. Panel

1. Defined. Presentation by limited group of speakers, followed by questions.

2. Comment.

- little control by course director; most members presumed to have expert knowledge

- panel can argue, often times about the wrong things

- results are a gamble

M. Educational TV

1. Comment. Expensive when contrasted to results. Good for Instructor Training.

2 Ask: Do any of you have it? How do you use it?

N. Simulation

1. Defined. Methods that use a real, life-like situation

2. Example. Pilot Trainer; Vestibule Training; In-Basket

3. In-Basket Technique. Simulate desk situation where in-basket items require action (memos, letters, telegrams, notes). Used mostly in management courses, through possibly useful in secretarial programs too. Easy to develop and is flexible -- short long, simple, complex.

Q. How many of you have used it?

Q. What has been your experience with it?

A. - people start at top of pile

- some organize, sort, classify

- by what standards

- discussion is handled in conference fashion

Alternate: Use actual in-basket material for demonstration (if time permits).

O. Sensitivity Training

1. Defined. Technique for increasing human relations understanding, skills, and communication by means of interactions within small group meetings.

2. Objectives. People understand self and others develop behavioral skills, and gain insight into the group process. See how other people see you.

3. Characteristics

- unstructured

- no leader

- personal stress

4. Resources

- National Training Laboratory in D. C. and Bethel, Maine.

- LRI, D. C.

5. Comments. Not therapy; since it is stressful, do not send "nuts;" requires expertise to conduct; not for beginning instructors; usually run by psychologist or sociologist. It's in the vogue; very enthusiastic supporters.

P. Programmed Instruction

1. Defined. An instructional procedure in which course content is logically organized so that material is presented to the student in small steps, in ordered, set sequence, permitting individuals to proceed at own pace and provides immediate feedback to trainee as to results of each response made.

2. Example

   a. Introduction of new Dictionary of Occupational Titles in the USES (1966). Thousands of interviewers and counselors required training.

   b. Training of housewives to take census.

3. Advantages

   - estimate cost more accurately
   - stable cost
   - consistent, uniform
   - geography. Students are dispersed
   - fewer instructors
   - large numbers of students
   - production
   - use often; repetitively
   - uses learning principles meticulously and to best advantage
   - specific and precise subject matter; not hazy

4. Disadvantages

   - time to prepare program
   - need stable material
   - hard to administer: how do you know it was done by students?
   - hard to change
   - inflexible; arbitrary
   - can't discuss with the authority

Alternate Method: run through actual self-teaching text.

Q. Management Games

Teams of students compete against each other or an environment to achieve given objectives. Simulated reality. Learn by analyzing problems; telescopes time; fun; interaction. Not validated.

R. Management Grid

IV. Summary

1. Covered a good amount in short time.

2. If you have interest in one method, follow it up.

3. Our purpose was to introduce you to them all so you would have a better idea of what they are.

THIRD DAY

Topic:	Training Resources: Government and Non-Government
Time:	1½ hours
Objective:	Participants will have an increased understanding of the various government and non-government training resources.
Content:	This session will concentrate on the kinds of formal training programs being offered by the Civil Service Commission, other government agencies, and various universities. It covers types of courses, criteria for selection, and methods of nomination to Civil Service Commission courses. Courses from other agencies, grants programs, and university programs also will be covered during the session. Discussion in these areas will be continued in the following session which is concerned with HUD programs.
Methodology:	Guided discussion and lecture
Materials:	Sample course announcement and other literature that is available locally.
Resources:	Civil Service Commission representatives such as trainer, IPA coordinator, etc.
Readings:	Text, Chapter 11

Outline and Guide for Presentation

Training Resources: Government and Non-Government

I. Civil Service Commission

A. Interagency training programs

1. Organization
   a. Personnel management
   b. General management
   c. Management sciences
   d. ADP management
   e. Communication and office skills
   f. Executive seminars

2. Types of courses

3. Criteria for selection

4. Methods of nomination and billing procedures

B. Consulting service on training

1. Reimbursable
2. Non-reimbursable

II. Other government training

A. Open interagency training

B. Limited interagency training

III. Government grants programs

IV. University programs

T H I R D D A Y

Topic:	Training and HUD Programs
Time:	3 hours
Objective:	Participants will have an increased understanding of HUD programs and how they assist and complement training and manpower development needs.
Content:	This session will be conducted by HUD representatives and will discuss the various programs and training services available through HUD. A special emphasis of this session will be placed on the training needs of the housing management staff.
Methodology:	Lecture and guided discussion
Materials:	Appropriate literature describing the various HUD programs.
Resources:	Designated HUD resource person assisted by a Title VIII representative

NOTE: The HUD resource person should be utilized to identify the appropriate handout material for this session.

F O U R T H D A Y

Topic: Career Development and Counseling Adults: Principles and Methods

Time: 1½ hours

Objectives:

1. Participants will be able to define and analyze the the role and qualities of an effective counselor.
2. Participants will have an increased knowledge of the concepts and techniques used in career development counseling.
3. Participants will have improved skills in interviewing and counseling.

Content: This unit concentrates on concepts and techniques, with special emphasis on "how-to-do-it" aspects. It covers the objectives of career development and counseling; the skills, knowledges, and attitudes needed to be an effective counselor; and the communications process and barriers to communication. A large portion will be devoted to the counseling process; types of questions and how and where to ask them; common interviewing pitfalls; and typical problem counseling cases. This session could also explore such critical issues as the nature of work; why people work; theories of occupational choice; the life cycle and occupational life spans. If time permits, it would be advisable to role play and critique a simulated counseling session.

Methodology: Lecture, guided discussion, and roleplay of counseling case.

Materials: Handout #14 - Susan Harris Case

Resource: Possible speakers might be professors of adult education, vocational counseling, psychology, personnel management, public administration, or management. Government employees who have had significant education or experience in counseling adults who be an additional source. Stress should be placed on the how-to-do rather than on the theoretical aspects of counseling.

Reading: Text, Chapter 12 - limited to discussion of the Development of Managers.

NOTE: Additional information and guidance about this unit can be found in CSC OL 410-142, April 12, 1971. Subject: Training Module, Career Counseling for Managers and Supervisors.

FOURTH DAY

Topic:	Training the Disadvantaged Employee
Time:	1½ hours
Objectives:	Participants will have an increased understanding of the special training situations related to training the disadvantaged.
Content:	This unit is designed to emphasize approaches to the training of the disadvantage and programs available to assist the trainer in this special training area.
Material:	Case: Training the Disadvantaged Employee (HANDOUT 15)
Methodology:	Guided discussion and/or case discussion
Resources:	Course director, PSC coordinator or other training specialists involved in training the lower level employee.
Readings:	Text, Chapter 14

NOTE: An alternate method is to conduct a case discussion using Handout 15. The following is a possible method of conducting the exercise:

1. Divide the class into groups of 5-6 participants.
2. Have each group discuss the case and develop a training program for the new employees. (Approximately 45 minutes)
3. Have the groups present their training programs to the total group. (It is helpful to have them put an outline of their presentations on flipchart paper for the rest of the class to see.)

If this option is used, the program elements listed in the Outline and Guide for Presentation should be the key points emphasized in the discussion. A brief presentation of the specific programs to assist in training the disadvantaged could either precede or follow the case discussion.

F O U R T H D A Y

Topic:	Training the Disadvantaged Employee
Time:	1½ hours
Objectives:	Participants will have an increased understanding of the special training situations related to training the disadvantaged.
Content:	This unit is designed to emphasize approaches to the training of the disadvantage and programs available to assist the trainer in this special training area.
Material:	Case: Training the Disadvantaged Employee (HANDOUT 15)
Methodology:	Guided discussion and/or case discussion
Resources:	Course director, PSC coordinator or other training specialists involved in training the lower level employee.
Readings:	Text, Chapter 14

Outline and Guide for Presentation

Training the Disadvantaged Employee

I. Problems of many people being unemployed or underemployed vs. need for trained manpower in the public service sector of the economy.

II. Program Elements

A. Orientation Training - provides an organized introduction to the job, working environment and agency

B. Counseling and Advisory Service - provides assistance in personal and job related activities and programs

C. Supervisory Training - includes attitudinal training for supervisors of trainees

D. Skills training - Formal training given to provide the trainee with the skills needed to perform a specific job

E. Basic Education - includes basic or remedial reading, writing, arithmetic, and communication skills

F. General Educational Development (GED) or High School Equivalency Plan

III. Specific Programs Designed to Assist the Trainer in Training the Disadvantaged

A. Public Service Careers

1. Major plans and program standards

a. Entry and upgrading in state, county, and local government (Plan A)
b. Federal grants-in-aid to state, county, and local government (Plan B)

B. Other Federal Grant Programs

F O U R T H D A Y

Topic:	The Trainer as an Administrator
Time:	3 hours
Objective:	Participants will have an increased understanding of the Role of the Trainer as an Administrator
Content:	The emphasis of this unit is to discuss the Role of the Trainer as an Administrator. Philosophy, organization, budgeting, and managering of training issues will be raised and discussed during this session.
Methodology:	In-Basket Exercise
Material:	Handout #16, In-Basket Exercise
Resource:	Course Director
Reading:	Chapter 5

Outline and Guide for Presentation

The Trainer as an Administrator

I. Brief introduction outline and purpose of the exercise (HANDOUT #16)

II. Have participants read the instructions. Answer any questions about the instructions.

III. Allow the group approximately 50 minutes to complete the exercise.

IV. Discuss the items. The items do not have to be taken up in any order. For each item allow sufficient time for the group to give a number of responses and to discuss them. (Be sure to emphasize interrelationship between items.)

V. Give a brief summary of the sessions.

VI. Some Other Tips

A. Some members of the group may have difficulty placing themselves in the role as assigned. They may say, "I wouldn't try to handle these types of problems in such a short time" or "I wouldn't think of handling these issues without calling a staff meeting." If this occurs, agree that the situation is artificial in certain respects. Explain that the "rules of the game" have been purposely constructed to achieve certain specific purposes.

B. Initially the group may look for a "school solution" or may expect the moderator to decide which of the solutions is correct. Usually there is more than one right answer or approach.

VII. Notes on the items

A. Item 1 - page 129

1. The item raises the question of how staff development is to be defined in this organization.
2. Possible questions to be raised and discussed:

a. Does the organization have a philosophy about staff development?
b. How is it organized and budgeted?
c. Who is responsible for managing staff development?

B. Item 2 - page 131

1. This raises the question of the organization's policy on long-term training.

2. Possible questions to be raised:

   a. Should the organization have a policy on long-term training?
   b. How should employees be selected for this training?
   c. How much of the training budget should be allocated for this type of training?
   d. Should the organization pay: salary, school tuition, transportation for the employee, transportation for his family?

C. Item 3 - page 133

1. This item raises the issues of job performance and turnover and the determination that training is a possible solution.

2. The questions to be raised:

   a. Would training of employees alleviate this problem?
   b. Would training of John Smart be the solution?
   c. Are there any other solutions to this problem?

D. Item 4 - page 135

1. This item raises the issue of the need for additional personnel.

2. Questions to be discussed:

   a. Should we have additional beginning patrolmen?
   b. Should we analyze and restructure the positions in the hope of using Community Relations Technicians?
   c. What are the training implications of either alternative?

E. Item 5 - page 137

1. The issue raised is how the organization evaluates the self-development efforts of its employees.
2. Possible questions to be raised:

   a. Should an organization encourage self-development?
   b. How should it be encouraged?

F. Item 6 - page 139

1. The issue is the question of the Fire Department's training effort and its relation to objectives laid down by the Insurance Underwriters' Association.

2. Questions to be discussed:

   a. What kind of training program does the Fire Department have?
   b. How do they set training objectives?
   c. How do they evaluate training?

G. Item 7 - page 141

1. This raises the policy question of the use of outside consultants to assist in the training effort.

2. Possible questions to be discussed:

   a. Have policy statements and guidelines been issued concerning the use of outside consultants?
   b. What is the basic philosophy of the agency in using outside training resources?
   c. Can this training be done better "in-house" than with outside help?

3. Note the relationship to Item 10.

H. Item 8 - page 143

1. This raises the issue of job performance and selection procedures.

2. The possible questions are:

   a. Would better selection techniques solve this problem?
   b. Is training a possible solution to this issue?
   c. If so, how could training aid in its solution?

I. Item 9 - page 145

1. The main point is the issue of a career development system for the Police Department.

2. Possible questions to be raised and discussed:

   a. Would a good career development system improve department morale?
   b. What are the components of a good system?

3. Note the relationship to Item 4.

J. Item 10 - page 147

1. This points out the issue whether counseling, testing, and placement assistance is a responsibility of the organization.

2. Questions to be raised:

   a. What is the responsibility of the training function?
   b. What kind of training should the elevator operator be given?

3. Note the relationship to Items 9 and 11.

K. Item 11 - page 149

1. The point raised in this item is whether current vacancies are an indication of training needs.

2. Note the relationship to Item 10.

L. Item 12 - page 153

1. This raises the question of whether we can recruit fully trained elevator inspectors or must the organization train employees for the job.

2. Possible questions to be discussed:

   a. What are the possible methods of training in city building codes: formal classroom training, on-the-job training, outside training resources?

   b. Who should train the elevator inspectors?

F I F T H D A Y

Topic: Evaluation of the Training Function and Training Carryover Workshop

Time: 3 hours

Objectives: Using a guide for the evaluation of training programs, the participants will be able to evaluate their organization's current training effort and be able to list ideas for improving that effort and identify "back home" changes that could be implemented as a result of the training program.

Content: The session is designed around a workshop exercise that utilizes a self-assessment guide and small group discussion format for the evaluation of training programs.

The emphasis of this unit is to have participants evaluate their own training function and in so doing have an increased understanding of evaluation techniques that are available to them. In addition, they will identify "back home" changes that will be implemented as a result of the training program.

Depending on the needs of individual groups, supplemental material may be presented that emphasizes the evaluation tools and techniques that are available to the trainer for course evaluation.

Methodology: Practical exercise, small group discussion, and guided discussion.

Materials: Guide for the Evaluation of the Training Function (Handouts #17, 18, 19, 20, 21, 22, 23, 24, and 25)

Resource: Course director

Reading: Text, Chapter 7

NOTE: This unit may be expanded to fill the entire day. If this option is chosen, delete the student-led discussions scheduled for the afternoon session.

Outline and Guide for Presentation

Evaluation of the Training Function and Carryover Workshop

I. The session can begin by presenting a definition of evaluation.

Evaluation: A process which has as its main objective the collection of data that will serve as a valid basis for measuring the effectiveness of the training system and improving it.

II. Components of the training system or function that can be evaluated include:

A. Philosophy, Policies, and Objectives of Training
B. Organization for Training
C. Identification of Training Needs
D. Development and Implementation of the Training Program
E. Evaluation of Training Courses
F. Records and Reports of Training

(Note: A more detailed description of each of these components is described in the workshop material and is not duplicated here.)

III. Have the participants work individually and proceed through the workshop material. At the end of each unit they are to complete the checklist guide which also includes "ideas for improvement." Under "ideas for improvement," the participants are asked to list concrete, specific, realistic things they plan to do as a result of this training.

IV. In groups of three, each list is to be evaluated, any hazards or risks involved examined, and possible ways to deal with these barriers examined.

V. Each participant is asked to refine his list of ideas for improvement.

VI. The course director can get a sample of the "ideas for improvement" from the participants and then summarize the session.

VII. Supplemental material on evaluation.
(Note: This may be utilized by the course director, depending on the need of the groups.)

A. Components of training courses to be evaluated.

1. Trainees - concerned with measuring changes in
   - knowledge
   - skill
   - attitude

2. Instructors - concerned with measuring the technical knowledge, skills, and attitudes needed to be effective in a training system.

3. Course content - concerned with the adequacy of content taught in terms of
   - kind
   - amount
   - relevancy

4. Sequence and time allocations - concerned with the proper sequence of material and correct amount of time spent on individual units to achieve the objectives of the training program.

5. Instructional strategies - concerned with the methodologies involved in meeting the training program objectives.

6. Materials, equipment, facilities - concerned with the adequacies and appropriateness of each of these components.

B. Categories of course evaluation techniques.

1. Reaction - defined as how well the trainees liked a particular training course. It measures the feelings of the trainees.

2. Learning - defined as the knowledges, skills, and attitudes acquired by the end of the training course. Application of learning back on the job will be discussed under "behavior."

3. Behavior - defined as application of knowledge, skill, and attitudes applied on the job as a result of the training experience.

4. Results - defined in terms of results such as:
   - reduced turnover
   - reduced costs
   - improved efficiency
   - reduction in grievances
   - increase in quality and quantity of production
   - improved morale

C. Tools of course evaluation.

A number of specific course evaluation tools can be demonstrated and discussed.

1. Fifty-item objective test - an example of a pre-post test format to measure knowledge objectives (Handout #18).

2. Learner's self-assessment questionnaire and assessment questionnaire completed by supervisor - examples of a pre-post trainee/supervisor questionnaire. (Handouts #19 and #20).

3. CSC participant evaluation form - an example of a general student reaction questionnaire (Handout #21).

4. Evaluation of Specific Content Items (Handout #22); Evaluation of Resources, Methods, and Materials (Handout #23); Evaluation of Instructor or Discussion Leader (Handout #24); and Evaluation of Environmental Features (Handout #25) - examples of specific student reaction questionnaires.

F I F T H D A Y

Topic:	Workshop: Student-Led Discussions
Time:	2½ hours
Objectives:	Participants will have an increased understanding of the interrelationship of the various components of employee development.
Content:	This unit's purpose is to assist participants in applying what they have learned back on the job. There are three main steps in the workshop: 1. Divide class into three groups and assign one unit of the workshop to each group. (Organization for Personnel Management, Career Planning, or Employee Development.) 2. Have the groups prepare a presentation of approximately 15 minutes on their unit. (Use HANDOUT #16 as reference.) 3. Have the groups report on their unit with a short critique session after each presentation. (Course director to act as Mayor Roberts.)
Methodology:	Small group discussion and participant presentation.
Material:	HANDOUT #26
Resource:	Course director

NOTE: It might be helpful to pass out the case the previous day and have participants prepare individually first.

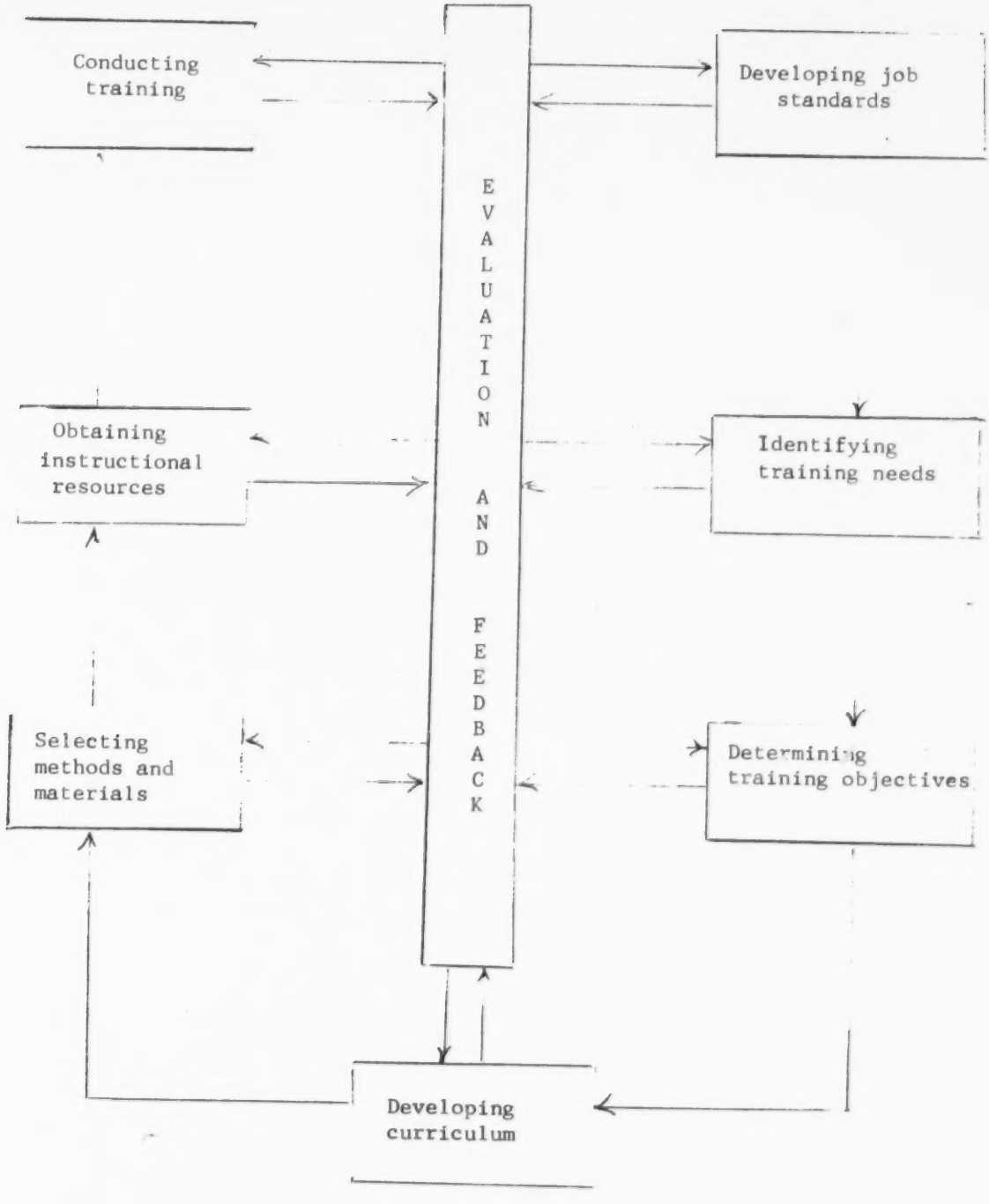
F I F T H D A Y

Topic:	Summary and Critique of Course
Time:	¼ to ½ hour
Objective:	Participants will have an opportunity to critique the course.
Content:	- Brief summary of course - Critique of course by participants - Award of Certificates (optional) (see IX. Sample Certificate)
Material:	Evaluation Forms
Resource:	Course Director (senior official, if certificates are awarded.)

V. PARTICIPANT HANDOUTS

HANDOUT #	
1	PROCESS OF TRAINING
2	TRAINING NEED IDENTIFICATION
3	GATHERING DATA FOR TRAINING NEEDS: NEED INDICATORS
4	SUMMARY--GENERAL METHODS OF NEED DETERMINATION
5	GENERALIZATIONS ABOUT THE ADULT LEARNER (Questionnaire)
5a	GENERALIZATIONS ABOUT THE ADULT LEARNER (Answer Sheet)
6	LESSON PLAN OUTLINE
7	LESSON PLAN APPRAISAL
8	CLASSROOM MANAGEMENT
9	THE GUIDED CONFERENCE
10	ROLE PLAYING INSTRUCTIONS
11	THE INCIDENT PROCESS IN ACTION
12	CHARACTERISTICS OF PROGRAMMED INSTRUCTION
13	LOU ALHERN
14	SUSAN HARRIS CASE (Role of Brian Nelson)
14a	SUSAN HARRIS CASE (Role of Susan Harris)
15	TRAINING THE DISADVANTAGED EMPLOYEE
16	A DAY IN THE LIFE OF EDWARD KONRAD (In-Basket Exercise)
17	GUIDE FOR THE EVALUATION OF THE TRAINING FUNCTION
18	EXAMINATION (Answer Sheet and Blank Answer Sheet)
19	SELF-ASSESSMENT QUESTIONNAIRE
20	ASSESSMENT QUESTIONNAIRE
20a	QUESTIONNAIRE
21	PARTICIPANT EVALUATION
22	EVALUATION OF SPECIFIC CONTENT ITEMS
23	EVALUATION OF RESOURCES, METHODS AND MATERIALS
24	EVALUATION OF INSTRUCTOR OR DISCUSSION LEADER
25	EVALUATION OF ENVIRONMENTAL FEATURES
26	ORGANIZATION FOR PERSONNEL MANAGEMENT

PROCESS OF TRAINING



TRAINING NEED IDENTIFICATION

Based on—	*As discovered by—*		*To determine—*
I. Analysis of Organizational Problems and Conditions *and* II. Analysis of Employees' Performance, Problems, and Potential	A. Asking	Employees Supervisors Top Management Staff Offices	1. What is the problem or situation that makes us want to do something? 2. What causes this problem or situation? 3. Exactly what do we really want? 4. What do we have now? 5. What do we lack? 6. Which of these lacks (needs) have greatest priority? 7. What can we do about them? 8. How shall we go about doing it?
	B. Observing	Employees Their Work Work Flow Relationships	
	C. Studying	Records and Reports Public Reaction to Service Jobs (Job Analysis) Organization Structure Program Plans Organization Policies	

A COOPERATIVE EFFORT OF EMPLOYEES, SUPERVISORS, MANAGEMENT AND TRAINING STAFF

HANDOUT #2

GATHERING DATA FOR TRAINING NEEDS: NEED INDICATORS

STUDY

Organization Plans

- projected changes in mission, structure, personnel, or procedures.

Employee Records

- high turnover.
- absenteeism.
- sick leave rates.
- accident severity and frequency ratios.
- tardiness.
- grievances.
- merit ratings.
- composition of supervisory force.

Official Inspections Reports

- by own organization.
- classification surveys.

Work and Work-flow

- production bottlenecks.
- fluctuations in production.
- reports on public or customer satisfaction with product or service.
- backlogs and where located.
- records of high cost, waste, excessive errors.

Supervisory Selection Policy

- qualification requirements.
- experience and training background of present supervisors.

Management Audits

- by controlling department or bureau.
- special surveys.
- O and M studies.

OBSERVE

Morale Factors

- personal friction.
- buckpassing.
- complaints.
- inattention to work.
- leadership not held by appointed leader (the supervisor).
- supervisory ineffectiveness in providing subordinates with sense of worth, belonging, and security.
- lack of supervisory support of subordinates.
- authoritarian leadership.
- absence of sense of purpose and accomplishment.
- etc.

Job Knowledge

- technical phases.
- administrative phases.
- supervisory phases.

Communication Failures

- written and oral instructions misunderstood.
- failure of information to flow up, down and across.
- inability to express, orally or in writing.
- semantic difficulties.

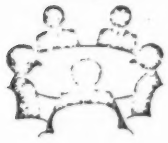
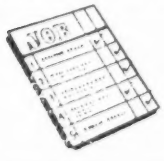
Poor Supervision

- assignment of work.
- planning and scheduling.
- instructing subordinates.
- handling grievances.
- lack job pride.
- lack job interest.
- poor coordination.
- inadequate recognition.
- failure to motivate.

Job Application

- putting knowledge and skill to work.
- will to improve, self-development.

SUMMARY—GENERAL METHODS OF NEED DETERMINATION

METHOD	ADVANTAGES	LIMITATIONS	DO'S AND DONT'S
Interview	Reveals feelings, causes and possible solutions of problems as well as facts. Affords maximum opportunity for free expression of opinion, giving of suggestions.	Is time-consuming, so can reach relatively few people. Results may be difficult to quantify. Can make subject feel he is "on the spot."	Pretest and revise interview questions as needed. Be sure interviewer can and does listen, doesn't judge responses. Do not use to interpret, sell, or educate.
Questionnaire	Can reach many people in short time. Is relatively inexpensive. Gives opportunity of expression without fear or embarrassment. Yields data easily summarized and reported.	Little provision for free expression of unanticipated responses. May be difficult to construct. Has limited effectiveness in getting at causes of problems and possible solutions.	Pretest and revise questions and form as needed. Offer and safeguard anonymity. Use *only* if prepared to— • report findings, both favorable and unfavorable. • do something about them.
Tests	Are useful as diagnostic tools to identify specific areas of deficiencies. Helpful in selecting from among potential trainees those who can most profitably be trained. Results are easy to compare and report.	Tests validated for many specific situations often not available. Tests validated elsewhere may prove invalid in new situations. Results give clues, are not conclusive. Tests are second-best evidence in relation to job performance.	Know what test measures. Be sure it is worth measuring here. Apply results only to factors for which test is good. Don't use tests to take blame for difficult or unpopular decisions which management should make.
Group Problem Analysis 	Same as for interview *plus*: Permits synthesis of different viewpoints. Promotes general understanding and agreement. Builds support for needed training. Is in itself good training.	Is time-consuming and initially expensive. Supervisors and executives may feel too busy to participate, want work done for them. Results may be difficult to quantify.	Do not promise or expect quick results. Start with problem *known* to be of concern to group. Identify *all* problems of significant concern to group. Let group make own analysis, set own priorities.
Job Analysis and Performance Review 	Produces specific and precise information about jobs, performance. Is directly tied to actual jobs and to on-job performance. Breaks job into segments manageable both for training and for appraisal purposes.	Time-consuming. Difficult for people not specifically trained in job analysis techniques. Supervisors often dislike reviewing employees' inadequacies with them personally. Reveals training needs of individuals but not those based on needs of organization.	Brush up on job-analysis techniques, arrange special training for those who are to do it. Be sure analysis is of *current* job, and *current* performance. Review with employee both— • analysis of job, and • appraisal of performance.
Records and Reports Study	Provide excellent clues to trouble spots. Provide best objective evidence of results of problems. Are usually of concern to and easily understood by operating officials.	Do not show causes of problems, or possible solutions. May not provide enough cases (e. g., grievances) to be meaningful. May not reflect *current* situation, recent changes.	Use as *checks* and *clues*, in combination with other methods.

HANDOUT #5

Opinionnaire

Generalizations about the Adult Learner

There are a number of learning theories which provide useful generalizations about learning which are helpful to the trainer.

A. Read each generalization individually and check those with which you tend largely to agree.

B Discuss as a small group and see if you can unanimously agree or disagree on each statement.

1. You can't teach an "old dog" new tricks.
2. Learning is an active process.
3. A variety of methods should be used in teaching adults.
4. Learners need feedback on their progress toward an objective.
5. Punishment is generally a good motivational technique.
6. There are different levels of learning, which require different methods and take different amounts of time.
7. Adults learn best in a formal environment.
8. Since adults enter a learning situation with a considerable background of experience, the training program should be planned to use the experiences of the group.
9. The past experience of learners may hinder a change in behavior.
10. The adult learner looks for practical results from training.

Answer Sheet

Generalizations about the Adult Learner

1. Disagree. There is agreement that you can teach an "old dog" new tricks.

2. Agree. Learning is more effective and retained longer if the learner is actively involved in the learning process.

3. Agree. Variety offsets factors of fatigue and boredom.

4. Agree. Mistakes can be corrected. Without such feedback, improper performance may become hardened and difficult to change.

5. Disagree. It is generally a poor motivational technique.

6. Agree. Learning ranges from simple memorization to the changing of values of individuals and groups.

7. Disagree. An informal learning environment will put him more at ease.

8. Agree. In addition, methods should be selected which draw on this experience.

9. Agree. It is difficult for an adult to learn to do a familiar task in a difficult way.

10. Agree. He wants to know, "How can I use this back on the job?"

HANDOUT #6

LESSON PLAN OUTLINE

A. TITLE: Identifies lesson - should be descriptive and concise

B. OBJECTIVES:

1. State reason(s) for teaching unit.
   a. Limit subject matter
   b. Be specific

2. Use a guide in preparing presentation.

C. REFERENCES: List all texts, instruction books, and other materials needed to prepare for the lesson.

D. TRAINING AIDS:

1. List all training aids and devices to be used.
2. List handouts and other instructional materials needed.

E. INTRODUCTION: Normally need only to be brief to stimulate interest and relate to objectives.

1. Develop trainee interest.
2. Direct trainee thinking along desired lines.
3. Establish scope of lesson - state objectives.
4. Create personal interest - state benefits of lesson to trainees.
5. Explain what method(s) will be used.
6. Inform trainees as to what will be expected of them by the end of the session.

F. PRESENTATION:

1. Outline subject matter.
2. Make notes as to method(s) to be used.
   a. Include suggestions for instructor activity ("show chart #1," "develop on blackboard," "demonstrate")
   b. Include suggestions for trainee activity ("trainees work problem," "ask following question")
3. Make presentation effective:
   a. Talk on level of class.
   b. Provide for class participation.
   c. Emphasize and repeat important points.
   d. Work class mentally by posing questions.
   e. Appeal to as many senses as possible.
   f. Use training aids when they can help put lesson across effectively.

G. SUMMARY:
1. Outline "must know" subject matter.
2. Assure that students take with them all "must know" subject matter, either through notes or handouts.

HANDOUT #7

LESSON PLAN APPRAISAL

Checklist for analyzing an instructor's lesson plan:

I. Does the heading include:

- A. Title, length of lesson
- B. List of teaching aids to be used
- C. References
- D. Statement of objective
- E. Other information dictated by personal preferences or required procedures

II. Does the introduction:

- A. Tie this lesson in with prior lesson(s)
- B. Provide for review when desirable
- C. Show value of learning material
- D. Serve as an interest arousing factor

III. Does the body provide:

- A. An outline of new material arranged in suitable form
- B. Examples, illustrations, and devices for clarifying material
- C. Integration, where possible, with other training
- D. Directions for use of aids
- E. Sketches for blackboard work (if to be used)
- F. Key questions and desired answers

IV. Does the summary:

- A. Review important points and state conclusions reached
- B. Tie this lesson in with one(s) to follow

V. Is the lesson plan:

- A. Screened so that all material points toward objective
- B. Provided with smooth and purposeful transitions
- C. In a form that makes it usable during class period

CLASSROOM MANAGEMENT

Concerned with administrative chores which are part of any instructive effort. Rests upon two basic rules:

(1) Pay careful attention to the obvious
(2) Apply common sense

Classroom management involves:

(1) Planning for the class
(2) Organizing physical facilities
(3) Attention by instructor to his own personal appearance
(4) Maintaining order

Items to be considered:

Scheduling of appropriate training space
Briefing of instructors and guest lecturers or panelists
Notification of students
Advance ordering of tests and reference materials
Scheduling of lunch and breaks
Insure appropriate seating arrangements
Plan layout of audio-visual equipment and other training aids
Provide for:
- Proper ventilation
- Comfortable temperature
- Adequate lighting

CHECK ALL POSSIBLE ARRANGEMENTS IN ADVANCE OF THE CLASS

MAKE FINAL CHECK ON FACILITIES AND EQUIPMENT JUST PRIOR TO USE

THE GUIDED CONFERENCE

When students already have some knowledge of the subject matter, an effective device for supplementing this information is by use of the guided conference.

The conference differs from the lecture method in that the instructor serves as a conference leader and directs or redirects ideas and information produced through the conference. Its marked advantage over the lecture is that it stimulates the students to think and tends to produce an informal atmosphere in which learning is facilitated.

Another important result of the conference can be the strengthening of attitudes, or the redirection of misconceptions.

One misconception concerning conferences is that they are "bull sessions." A good conference consists of an orderly exchange of ideas with a goal in mind. The conference will help to:

1. arouse interest because the students take part and are challenged to think;
2. bring out points of view from individuals that are helpful to the group as a whole in understanding the material;
3. give the instructor valuable ideas as to the progress and ability of individuals in the group;
4. locate misconceptions and give the instructor an opportunity to correct them and to strengthen his teachings; and
5. get students and instructor acquainted.

PLANNING A GUIDED CONFERENCE

If a conference is to be anything other than a "bull session," it will require detailed, purposeful planning.

1. Decide on an outcome you expect from a conference. To do this you must know what the students know and understand.
2. Plan an introduction.
3. List the main headings of the material to be covered.
4. Under the main headings, compose challenging questions that will focus on the conference objectives.
5. Estimate time for each step in the lesson and write this in margin of the plan. Since a discussion may tend to get off the track, it is necessary for the leader to set time limits in order to meet his objectives.
6. List the main parts to be covered in the summary of the conference.

(continued on reverse)

STEPS IN GOOD CONFERENCE

1. Start the discussion
   a. Tell topic and ask for contributions,
   b. Ask a challenging question,
   c. Make a controversial or thought-provoking statement and ask for challenge.

2. Guide the conference
   a. Bring back to topic by continuous summary,
   b. Introduce new questions,
   c. Use lead-in statements toward new topics.

3. Use training aids
   a. Chalkboard is best, as it is more flexible.

4. Summarize the conference
   a. Progress must be shown.
   b. Use student summarization.

HANDOUT #10

ROLE PLAYING INSTRUCTIONS

Role Playing. Role playing can be described as real behavior in an imaginary situation. Role playing isn't acting a part or trying to behave as you think someone else would; it involves people being themselves in different situations. It is a good way to bridge the gap between the study of principles and techniques and the use of the same principles and techniques.

How is Role Play Done? When you role play, a situation is described for you. It could cover what has just happened, what is to happen in the immediate future, and the role the players are to take.

Because you don't have to act in any prescribed way, role plays don't have scripts or detailed directions. The role players use the information they have about the situation, their own experience, and their ways of behaving when they play the role. Players make up facts when they need to but not facts that don't fit the situation.

The way that role players behave and feel changes during role plays just as it does in most interpersonal contacts. Most people find role playing fairly easy. They get involved in the situation and draw upon their own backgrounds in deciding what to say and how to behave.

Value of Role Playing. Role playing is used in a number of different situations. Here we will be talking about its values when the role plays are concerned with one to one communication. Some of the benefits are listed below.

- Players have a chance to see both sides of the relationship in the role play by hearing group comments on both and in some cases actually playing both roles.

- Role playing and critique tends to give people a better understanding of their own feelings and the feelings of others. These feelings and the ways that they are expressed are discussed by the group.

- Role playing gives people a chance to practice using skills, to experiment with different techniques, be exposed to new and different situations.

- In role playing there is no artificial separation between acting and thinking or talking about acting.

HANDOUT #11

THE INCIDENT PROCESS IN ACTION

Phase 1. STUDYING THE INCIDENT

The incident is a short written account, 50-100 words, of something that actually happened to at least two people which calls for some action or decision.

Phase 2. GETTING THE FACTS

By questioning the man "with the facts," group members try to reconstruct the scene of action, what is happening and try to see how this incident fits into the larger setting in which it occurred. Sum up the facts.

Phase 3. STATING THE IMMEDIATE ISSUE

What needs to be decided NOW? On the basis of established facts, the group moves nearer to the immediate decision, but without jumping over the decisive question: What is the issue? In preparing to make an arbitration or executive decision, a member needs to get a comprehensive view of what is at stake, still focusing on the difficulty that has to be tackled "right now"--at the time of the incident.

Phase 4. DECIDING THE IMMEDIATE ISSUE

Making and testing decisions. At this stage, group members practice a whole range of skills. First, each member makes and writes down his independent decision and reasons therefor. Committees of "likeminded" members get together, caucus and elect a spokesman; and, in briefing him, consolidate the reasoning in support of their position. Back at the conference table, each spokesman outlines the position agreed upon. As soon as the differences have been clearly brought out, the strength of these positions is tested by comparing them with the actual decision--the one made in the situation itself. If he knows, the leader supplies facts about how the actual decision worked out.

Phase 5. TRYING TO LEARN FROM THE CASE AS A WHOLE

Evaluating and Generalizing. The group is now ready for the most practical step in case study: that is, what can we learn from this case that we might apply in order to make our own behavior more effective in the future? This phase is similar to that which is characteristic of the "Harvard Case Study" variety.

HANDOUT #12

CHARACTERISTICS OF PROGRAMMED INSTRUCTION

1. Content is logically organized.
2. Material is presented to student in small bits.
3. Material is given in an ordered sequence.
4. Learning is self-paced.
5. Student receives confirmation for each correct response.
6. Training time and training costs are reduced.
7. Greater decentralization in training is possible.
8. Instruction is possible without the physical presence of instructors.
9. Student participates continuously in the lesson.
10. Immediate knowledge of results is provided each student.
11. Individual differences in learning are recognized.
12. Student has a high rate of success throughout learning.

HANDOUT #13

LOU ALHERN

Louis Alhern is Superintendent of the city's Maintenance Department. He has just left a meeting with his immediate superior, Frank Smith, Manager of Public Works.

Smith has said, "Lou, I suppose you have heard some talk about the possibility of combining the county road maintenance crew with our Public Works Department under the State Reorganization Act. At the present time it is only a proposal that is being studied. The benefits are obvious in terms of equipment utilization and shop facilities. The only problem would be in the conditions of employment for the people currently on board. We could work out pay and benefits without too much hassle since we use the same data base for salary fixing each year. Some people might have to be reassigned to different foremen and the consolidation could affect the number of foremen we end up with. We might need more or we might need less.

"Until we know for sure, we're under strict orders to keep this quiet. Don't let any of your boys get even a hint of it. It is just a proposal at this stage and I don't want them to get anxious over something that might never happen."

When Lou returns to his office, he finds Bob Kuhn, Foreman of the Streets Maintenance Unit, waiting for him.

"Lou, I hate to bother you, but I am worried. There is a rumor going around that we will all be working for the county maintenance crew within the next 60 days, and that our guys will be assigned all over the county. I also understand that less foremen will be needed and that the county is not going to give up any of their foreman positions. I don't like it and the rest of the guys don't like it either. What do you know about this, Lou?"

What should Lou do?

HANDOUT #14

SUSAN HARRIS

ROLE OF BRIAN NELSON, EMPLOYEE DEVELOPMENT OFFICER.

You are about to conduct an interview with Mrs. Susan Harris, 24, a Senior Stenographer, with five years' agency experience.

One purpose of the interview is to decide if she will go to a five-day training course in Advanced Secretarial Techniques. Mrs. Harris may be pregnant and you'd like to find out, if this is the case, if and when she plans to come back to work. If she doesn't plan to return, you may wish to send another in her stead.

SECRETARIAL TECHNIQUES. This course is structured to emphasize the secretary's responsibility to her boss and to her agency and to give particular insight into specialized government operations. It is designed to expand the Secretary's knowledge and skills and help her coordinate all the resources of the office so that it operates efficiently and smoothly.

ADVANCED SECRETARIAL TECHNIQUES. The purpose of this seminar is to bring to the secretary's attention new ideas and practices that could be beneficial to her in maintaining a productive, progressive office. The course is designed to provide professional secretaries with the opportunity to share new techniques and ideas with other secretaries and members of the guest faculty. Major tasks and techniques of the secretary are discussed and developed through the use of case studies, incident studies, panel discussions, group discussions, and guest lectures. Participants in this course are secretaries, as well as administrative assistants, staff assistants, and administrative aides, who performs secretarial duties.

HANDOUT #14a

SUSAN HARRIS CASE

ROLE OF MRS. SUSAN HARRIS, SENIOR STENOGRAPHER.

You are a Senior Stenographer, 24, with five years of agency experience. After three years of marriage, you are expecting your first child -- in about seven months (after two miscarriages). None at the office knows as yet that you are pregnant.

Mr. Brian Nelson, the Employee Development Officer, will talk to you before you attend a five-day training course in Advanced Secretarial Techniques. Though the office could only recently spare you, you've had your heart set on going for some time.

Your pregnancy could affect your chances for training since there is a question whether or not you will come back to work. At present you are honestly undecided about returning, but think it likely since you need the money.

Make note of, but do not overreact to, any "invasion of privacy" issue. Take the position that all that counts is job performance. Politely disagree with the counselor if he insists that you drop your training request.

HANDOUT #15

TRAINING THE DISADVANTAGED EMPLOYEE

Your agency has a continuing number of clerical and paraprofessional vacancies. It is decided to fill 10 of these vacancies with disadvantaged persons and train them for the full performance of the job. The 10 disadvantaged persons have the following qualifications:

A. Young with no work experience.
B. Little of no knowledge about office procedures.
C. No knowledge of your organization.
D. Some typing skill but it is below your minimum requirement for full performance.
E. Unfamiliar with government procedures.
F. In addition they are unsure of themselves and don't know what to expect or what is expected of them.

What elements would you include in developing a training program for this group of employees?

HANDOUT #16

IN-BASKET EXERCISE

A DAY IN THE

LIFE OF

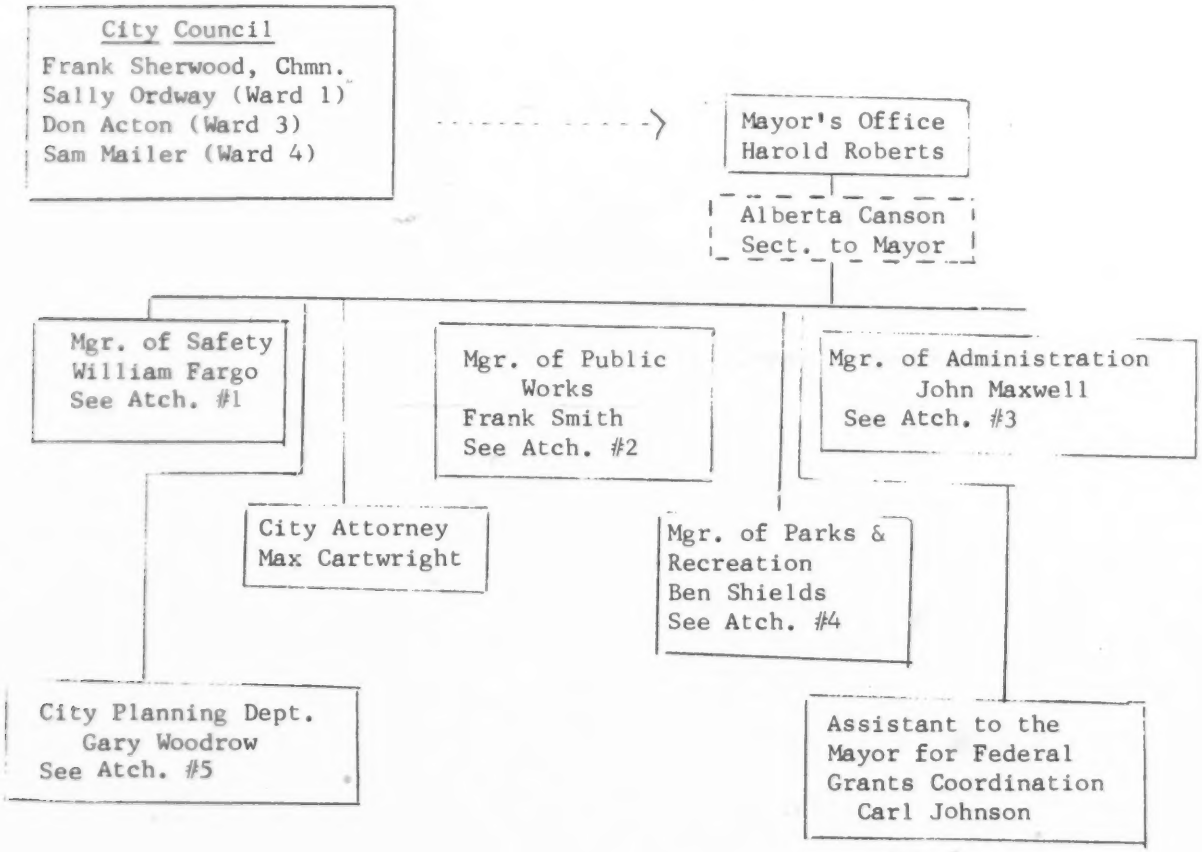
EDWARD KONRAD

EDWARD KONRAD'S DAY

Place: Big Sandy, Nebraska, a community of 36,000 population. The primary industries are: agriculture, railroad and county seat government.

Purpose: This is a new type of activity in which you will work as an individual in a hypothetical management situation. For the exercise, you will work as Edward Konrad, Personnel and Administrative Services Manager for the City of Big Sandy. To help you find where you are in the city structure, we have reproduced the organization chart.

ORGANIZATION CHART
CITY OF BIG SANDY, NEBRASKA



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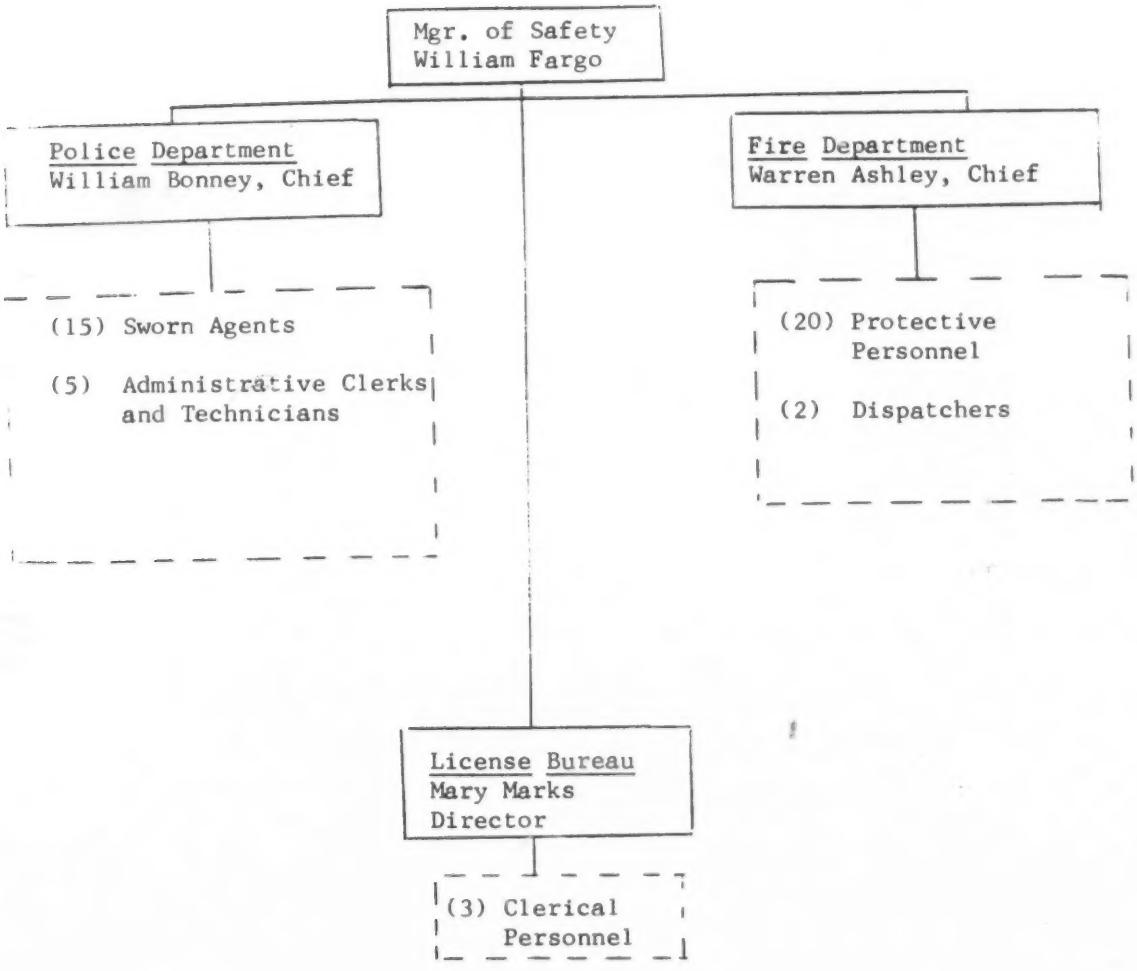

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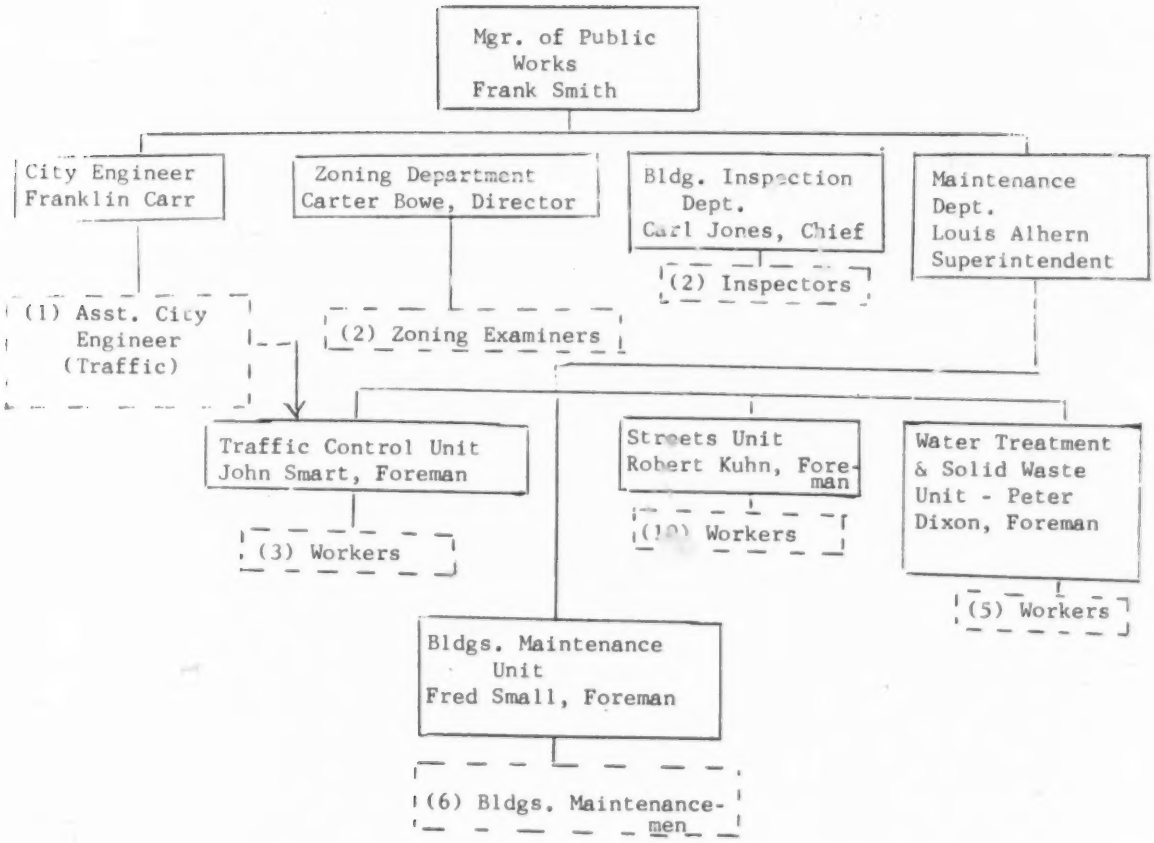

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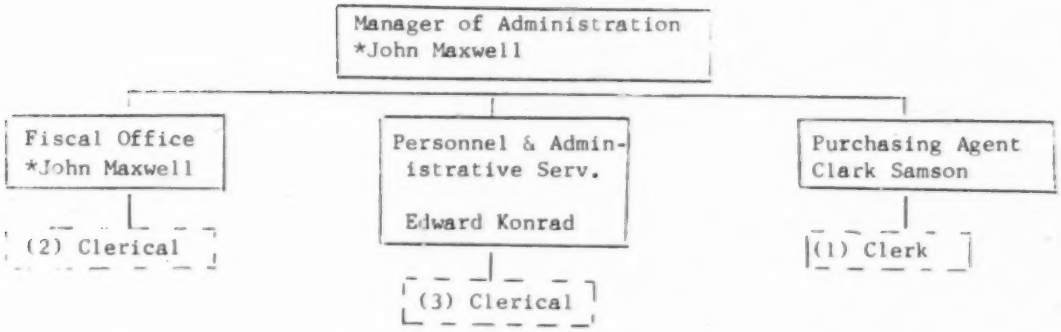

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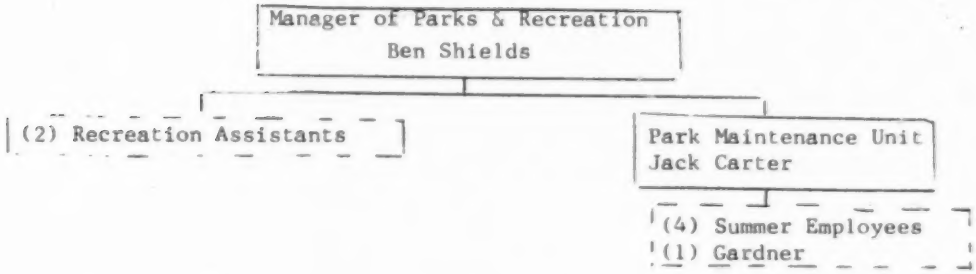

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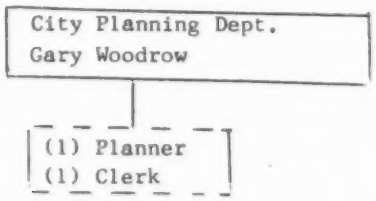


THE SETTING

It is a cold, bleak Thursday morning. It is your first day back in the office, having just returned from a three-day Training Institute in Omaha. In just two more days you will be on your way with your family to the sunny South. Your three weeks annual vacation request has been approved for months. This gives you today and tomorrow to shape things up.

It is 8 a.m. and you have a note on your desk to see John Maxwell at 10 a.m. John is your immediate supervisor, who is located on the first floor of the City Building, along with the other city officials. Your group is located in the basement. You have two hours to dig through your in-basket and cope with current problems.

. . . . You reach for the stack of papers.

MODUS OPERANDI

You are in Edward Konrad's shoes for 120 minutes. Work through the papers and answer your phone. Record the action you will take on each item and jot down, on the exercise if you wish, any memos to others or to yourself. This includes outlines of telephone conversations. You must work with the materials on hand. Try to plan your approach so as to clean up things by Saturday. You would like to enjoy your vacation.

The day is today; the time is 8 a.m.

THE PRESSURE IS ON!!!

THE PHONE RINGS

"Ed, this is John Maxwell. When you come up this morning, would you be prepared to discuss staff development? Mayor Roberts told me that Carl Johnson indicated a potential problem in our DHUD grants. It seems that HUD expects us to provide staff development opportunities as a condition of our grants.

"I don't know exactly what it means, but I've got to brief the Mayor this afternoon on what staff development is--and how we can implement it. Thanks."

Memorandum

Subject: Long-term training for City Planning Department Personnel

From: Gary Woodrow
City Planner

To: Ed Konrad
Personnel Officer

The Model Cities Program and the new Community Action Program people are at odds over the use of the open space areas along Main Street. The CAP people want to make parks out of it (and Ben Shields likes that too) but the Model Cities people want that space for shopping malls.

I've got a problem Ed. That kind of land-use planning is way beyond anything that Ralph and I studied in school. I'd like to send Ralph back to school full-time for a semester to study the most recent trends in land-use planning. I'm willing to pay his salary but I don't know where to send him or what the tuition would be, and I don't know whether he will go if he can't take his family.

PROBLEM: What do you do now, Ed?

THE PHONE RINGS AGAIN

"Ed, this is John Smart. You know that new guy we hired last week? Well he sure screwed up an intersection downtown. He put that special reflective latex street paint on the curbs and the drivers get confused at night. There were two "fender-benders" last night alone! I told him to use the standard curb paint but the dum-dum didn't listen.

"I'm going to send him up there to pick up his check!"

TILT!! This is the third guy who has confused the kinds of paint in the last five months and it's difficult to find people who want to stand out in the rain just to paint streets and curbs. How can you stop the turn-over and help John get things squared away?

You look up to see Chief Bonney standing before your desk:

He says...

"Ed, I know you're busy and that you are going up to see John at 10 a.m. Can you possibly break loose some more slots for beginning Patrolmen? My guys are spending an average of 10-12 hours, 6 days a week around here. The compensatory time doesn't get used cause we're so busy filling out reports that we have to overlap shifts in order to man the streets. I sometimes wonder how they get anything done."

NOTE: You know that plans are afoot to hire some part-time Community Relations Technicians to work with the sworn agents and relieve them of some of the more routine, non-criminal functions of their job. The only trouble is, you don't know what qualifications you are looking for because you aren't sure what the sworn agents really need in the way of help. What do you tell Chief Bonney?

Your intercom buzzes - - - - -

"Mr. Konrad, may I speak to you about the vacancy for a Secretary to the Mayor? I have been studying Secretarial Techniques at the Community College every night for the last three semesters. It seems to me that I am qualified and I'd like to be considered."

NOTE: The caller was Maggie Mae Stewart, your own Office Receptionist! You don't want to stand in her way and you realize that the training she has received at Community College should qualify her but you aren't sure whether the training:

(a) Was practical or academic.
(b) Oriented toward Public Administration.
(c) Attuned to the "subtleties" of being a Mayor's secretary.
(d) Etc.

Besides, other employees may have equivalent training that doesn't show in their employee files--and it sure wouldn't be good practice to not consider them!!

Question: How will you determine if Maggie Mae (and others) are qualified?

THERE GOES THE PHONE AGAIN

"Ed, I've got to see you right away!", the booming voice of Fire Chief Ashley starts out. "The Insurance Underwriters Association is threatening to lower our Fire Class Protection rating if we can't explain how the training we give our men meets the objectives laid down by the Association.

"Do you think I ought to call Doc Stanford, the School Superintendent, and ask him for help, or what?"

INTERNATIONAL EDUCATION CORPORATION
Programmed Learning Division
92 Willoughby Street
Buffalo, New York
12345

Honorable Harold Roberts
Mayor, City of Big Sandy
Big Sandy, Nebraska 54321

Dear Mayor Roberts:

We thank you for your interest in our educational programs and assure you that IEC can and will live up to its promise as the only training material source you'll ever need.

There is no need to tie up your time and your city's money in planning, researching, and compiling syllabus and curriculum. While we have no panacea, we have workable and realistic solutions to virtually every training, development and orientation program.

Do workers have obsolescent skills? We can show you how to enable them to keep up with today's advancing technology. This cuts firing and expensive hiring of workers already trained.

Do foremen and supervisors lack knowledge of management theory and techniques, knowledge they need for advancement? We can show you how to qualify them for promotion. This helps keep many a good man from quitting for a place with more promise.

We also cover training programs for top management . . . offer meaningful mid-management seminars . . . show how programs can be specially developed to solve problems peculiar to your operation.

Please contact me for a non-obligatory survey and analysis leading to a Custom Program Proposal which we shall be pleased to prepare.

Cordially,

"Biff" Smith

John! — Hang on to this one a while, maybe use it to compete on a contract for these services. Like council doesn't look too closely at contracts.

Harold

THE PHONE RINGS

The voice of John Maxwell comes over the phone. "Ed, when you come up to my office at 10 a.m. I'd like to discuss some financial problems that seem to be arising from our hiring practices. As you know, the street crews have been breaking up the grader blades pretty regularly--not to mention the manhole covers on the sewer system. It seems to me that we could alleviate this terribly expensive damage if we could devise a better testing device for screening applicants.

"Give some consideration to the type of testing we use and what we should do to replace it in the future. We'll talk about it in some depth at 10 a.m. Okay?

"By the way, your gals are doing a good job of keeping up with the paper supplies. Printing orders are getting a little fouled up though. Can you do something about that? Just the other day we got some stuff for the fourth time that was printed upside down after the page was folded."

Memorandum

Subject: Training Needs

From: William Bonney
Chief, Police Department

To: Edward Konrad, Manager
Personnel and Administrative
Services

Discussions with my top agents have crystalized a need for better career patterns and qualifications determinations for beginning and "journeyman" agents.

As you know, we have attempted to place a premium on college level educational experiences in initial hiring and in subsequent promotion. The agents are not satisfied with the situation however since they do not know what is expected of them in terms of continuation of college training after employment nor what type of training is necessary to be eligible for promotion.

My top agents and I do know what we expect but every time we try to explain it to the agents the complexities of our plan get in the way of clear understanding.

One main problem seems to be a lack of job class descriptions and qualifying statements.

Could you help us define what we want in a clear manner and also help us to establish a system of promotions based upon experience and training that can be uniformly applied?

If you can help us, please tell me what specific information you will need in order to begin. If you can specify what you need, or the directions you want to go, before noon tomorrow, we can discuss it in our regular staff meeting and get moving.

We are relying upon your help to avoid any further deterioration of departmental morale.

Memorandum

Subject: Re-Training for Elevator Operators

From: Mayor Roberts

To:

John Maxwell
Manager of Administration

As you know, three elevator operators are no longer needed since the building is to be converted to "self-service" elevators shortly. I have promised these men that the city will provide counseling, testing, training and placement assistance.

"Biff" Smith of the International Education Corporation could well supply the answer to our re-training problem.

I'd like you to set up a meeting for me to meet with "Biff" to review his proposals. Plan to be there also.

Also take a good look at the list of potentially suitable openings for these men.

Id — Set up a list for me - OK?
John

THE DOOR OPENS AND MAGGIE MAE STEWART,
YOUR RECEPTIONIST STEPS IN ----

"Excuse me for barging in Mr. Konrad, but I'm late for a doctor's appointment and I wanted to make sure you got this before I left. It's the weekly list of vacancies."

She hands you the attached list -----

CURRENT VACANCIES

MAIL CLERK. [1]Sorts incoming mail for distribution and dispatches outgoing mail; opens envelopes; stamps date and time of receipt on incoming mail; stamps outgoing mail by hand or postage meter; folds letters and circulars and inserts into envelopes; distributes and collects mail.

GENERAL OFFICE CLERK. [1]Copies data, compiles records and reports; tabulates and posts data; gives information to public and employees. Operates office machines, such as typewriter, adding, calculating and duplicating machine. Opens and routes incoming mail; may answer correspondence, prepare outgoing mail.

STATISTICAL CLERK. [1]Compiles and tabulates statistics for use in statistical studies; compiles statistics from source materials (records), assembles and classifies statistics; operates adding machine.

CARPENTER (Apprentice). [2]Constructs, erects, installs, and repairs structures and fixtures of wood, plywood, and wallboard, using carpenter's handtools and power tools; uses blueprints, sketches, or building plans.

ELECTRICIAN (Apprentice). [2]Plans layout and installs and repairs wiring, electrical fixtures, apparatus.

PLUMBER (Apprentice). [2]works in lead, zinc, and tin, fitting in, soldering and repairing water and gas pipes, cisterns, boilers, and the like in buildings.

GROUNDS LABORER. [1]Keeps grounds clean and repairs buildings and equipment; mows lawns, weeds around bushes, flower beds, picks up and casts away paper and rubbish; cleans comfort stations.

ENGINEERING TECHNICIAN (Apprentice). [3]Working under direction of professional engineering staff, reviews project instructions and blueprints to determine test specifications, procedures, test equipment, and problems involved and possible solutions.

POLICE LABORATORY TECHNICIAN (Apprentice). [3]Conducts chemical and physical laboratory tests to make qualitative and quantitative analysis of materials.

DRAFTSMAN (Apprentice). [3]Prepares clear, complete, accurate working plans and detailed drawings from rough or detailed sketches.

1. Little or no training.
2. Two years or longer in training: OJT, in-house, evenings.
3. Two years in training: OJT, in-house, evenings.
   Requires HS diploma with courses in math, chemistry, physics and sociology.

Memorandum

Subject: Hiring Elevator Inspectors

From: Carl Jones
Chief Building Inspector

To: Edward Konrad, Manager
Personnel and Administrative
Services

As you know, the current zoning plans for Big Sandy anticipate construction of multiple story business locations beginning next month. In order for the building inspection services to keep up during the peak construction period, we need to hire a minimum of two (2) fully trained elevator inspectors.

I recognize that during the deep winter months we won't be kept fully occupied, but during the warm weather we need to be able to stay on top so I need more people. I'd like to be able to start interviewing as soon as possible so that our new employees can be fully conversant on city building codes before the rush starts.

HANDOUT #17

GUIDE FOR THE EVALUATION OF THE TRAINING FUNCTION

This guide for the evaluation of the training function is designed to have you look at and evaluate your organization's current training effort. The results should not only be a record of what presently exists but also should include ideas for improving the training function.

Read each section and then complete the checklist guide at the end of the section. Under ideas for improvement you are asked to list concrete, specific, realistic ideas that you can implement back on the job. When you have completed the checklist guide, you will be asked to discuss it with other members of the class.

The rating scale to be used in the evaluation of each item on the checklist is as follows:

RATING SCALE

Point value	Rating	Definition
5	Outstanding	Excellent conditions prevail, or activities are extensive and are exceptionally effective.
4	Commendable	Good conditions prevail, or activities are of sufficient scope and are very effective.
3	Acceptable	Satisfactory conditions prevail, or activities are adequate in scope and are effective.
2	Needs improvement	Unsatisfactory conditions prevail, or activities are inadequate in scope and are insufficiently effective.
1	Ineffective	Conditions or activities are totally inadequate.
0	Nonexistent	Conditions or activities do not exist in this agency.
X	Does not apply	This is not applicable to the agency.

I. PHILOSOPHY, POLICIES, AND OBJECTIVES OF TRAINING

A. Basic Considerations

Top management is responsible for determining the philosophy, policies, and objectives which govern the training of the employees in the agency. This is necessary to provide a basis for consistent thinking and action within the organization and, thus, should be thoroughly publicized and understood at all levels. Statements of policy should describe the broad purposes for which training will be given in the organization and should assign specific responsibilities for assuring that these objectives are achieved. Our primary interest is in determining the degree to which management is actively and positively involved in the development of training policies, programs, and objectives and the extent to which the training activity has been integrated into the overall management function.

B. Functional Outline of Areas of Inquiry

Extent of management and employee involvement in the development of training policies and objectives.

Development and issuance of training policies on such subjects as:

Delegations of authority and assignment of responsibilities for training

Selection of employees for training

Payment of training expenses

Sharing of training facilities for interagency training

Training in non-Government facilities

Management support and assistance in employee self-development activities

C. Items

	X	0	1	2	3	4	5	Ideas for improvement
	Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
1. Managerial and supervisory personnel are actually involved in training matters								
2. Training is being used as an effective management tool for achieving short- and long-term organizational objectives								
3. Policy statements and guidelines have been issued assigning specific responsibilities for the training function and sufficient authority and flexibility has been delegated to enable those responsible to carry out their assigned responsibilities.								
4. Effective guidelines and controls have been provided to ensure just and equitable treatment among employees in assignment to training and in the payment of training expenses.								
5. The training policies are reviewed and revised periodically to assure that they are responsive to and consistent with the day-to-day needs of the organization.								
6. The policies are widely understood and properly interpreted by employees and management.								

II. ORGANIZATION FOR TRAINING

A. Basic Considerations

Adequate resources and facilities, a competent training staff, and program planning and coordination are essential to the development and administration of an effective training program. Here our interest lies in determining and assessing the extent to which management is providing adequate staff, budget, and facilities to properly carry out the training function.

B. Functional Outline of Areas of Inquiry

Budgeting for the training function.

Staffing in the training function.

Quality of the training staff.

- Experience
- Education
- Specialized training

Adequacy of training facilities and equipment.

- Training space
- Audio-visual and classroom equipment
- Training materials

Identification and training of internal instructor cadre.

- Managers
- Supervisors
- Specialists
- Technicians

Coordination with other staff offices.

Program Development Staff

Manpower Planning

Budget and Fiscal

Other Personnel Office activities

C. Items

	X	0	1	2	3	4	5	Ideas for Improvement
		Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
1. The training staff and budget are planned and programmed along with the development of training program plans and goals.								
2. The training officer provides positive and aggressive staff leadership in the administration of the training function and has gained acceptance as an effective working member of the "management team."								
3. The training program is developed and conducted in coordination with and complementary to other staff (Program Development, Manpower Planning, Budget and Fiscal, etc.) and personnel functions.								
4. The training officer has supplemented or augmented his own staff capability through the development and utilization of staff instructor personnel (managers, supervisors, specialists, and technicians).								
5. Adequate facilities and equipment have been provided to permit instructors to be selective and flexible in the use of training techniques and methodology in the presentation of material.								

III. IDENTIFICATION OF TRAINING NEEDS

A. Basic Considerations

Systematic reviews to identify existing and foreseeable employee training needs are necessary to provide a realistic basis upon which to plan, program, and direct training activities toward the achievement of organizational objectives. Our interest here is in determining the methods used and the personnel involved in determining employee training needs (deficient skills and knowledges) and in identifying and defining management problems which can most effectively be resolved through training.

B. Functional Outline of Areas of Inquiry

Identifying and categorizing needs for:

Training to improve present performance

Training for changing technology, equipment, new missions, etc.

Training to keep abreast of the "state of the art"

Training for future development

Initial training for unavailable skills

Methodology and information sources used in determining training needs:

Surveys

Performance appraisals

Management and/or Training Committees

Skills inventories vs. skills requirements

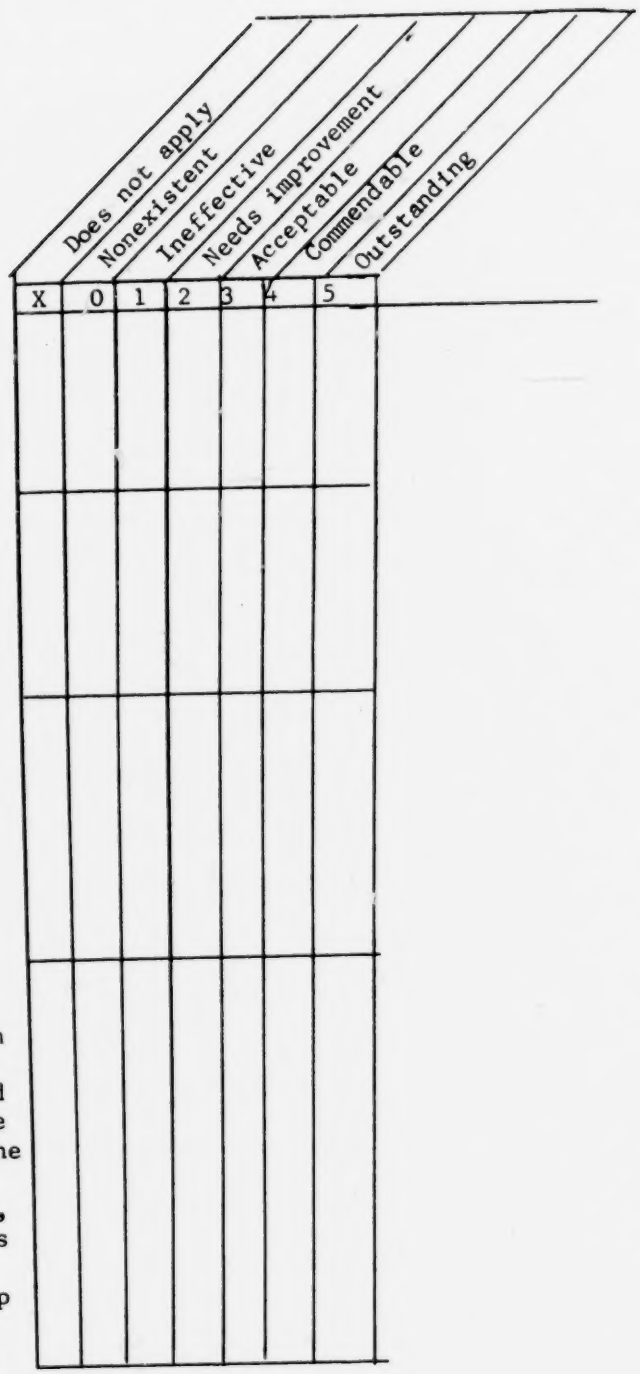
Projections (Retirements, turnover, expanding or contracting missions)

Employee-initiated requests for training

Planned input programs (Interns, mid-level, and executive management programs, etc.)

Actual production results vs. planned production goals

C. Items



1. Organizational training needs are identified and documented as a part of annual program mission and final planning.
2. Documentation on training needs reflect the identification of bona fide organizational training needs based on specific or anticipated operating problems.
3. The activity surveys training needs in terms of lacking or deficient employee skills, knowledges, or abilities rather than merely seeking nominations of employees to a pre-determined curriculum of courses.
4. The activity considers all potential informational sources in the identification of training needs (i.e., employee needs are identified through the initiative of the employee or supervisor and the training staff, through its analysis of records, reports, trend analysis, etc., assists management to recognize training needs and to develop and recommend training appropriate to these needs).

IV. DEVELOPMENT AND IMPLEMENTATION OF THE TRAINING PROGRAM

A. Basic Considerations

This phase of the inquiry is primarily concerned with the training staff and the "in-house" functions and activities necessary to the effective support and administration of the training program.

B. Functional Outline of Areas of Inquiry

Relating training needs to activity objectives.

Immediate)
Short-range) Objectives
Long-range)

Establishing training priorities.

Immediate to Long-term — Basic Skills to Executive Development

Assessing present internal training capabilities.

Urgency of training needed

Availability of instructor personnel

Competance and expertise of instructor personnel

Course development capabilities

Course development assistance provided by higher echelons

C. Items

	Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
	X	0	1	2	3	4	5	Ideas for Improvement
1. Alternative sources of training (agency, interagency, and non-government) are carefully considered in developing the overall training program.								
2. Cost, availability, urgency, in-house expertise, etc., are evaluated prior to the selection of a training source.								
3. The overall training program is reasonably balanced in relation to the activity's immediate, intermediate, and long-range training needs (i.e., the range of courses provided is responsive to the broad developmental needs of the work force as well as to their immediate needs for basic skills and knowledge).								
4. The training staff provides clearly defined course objectives and nominating guidelines and criteria for the training offered.								
5. The training program assists in the movement of employees through systematic developmental patterns and career ladders.								
6. Informal training (on-the-job training, rotational assignments, details, etc.) is used to complement and reinforce the formal training program.								
7. The training office provides staff assistance in the development and conduct of informal training activities.								

V. EVALUATION OF TRAINING COURSES

A. Basic Considerations

Evaluation of training courses is an essential and integral part of effective training administration. Based on objective and factual evidence, evaluations are an assessment of the value, or worth, of specific training activities and provide a basis for sound managerial decisions and effective administrative actions -- to establish, to abolish, or to change training programs.

B. Functional Outline of Areas of Inquiry

Measuring the extent to which the training activity achieved its stated objectives.

Determining and documenting the immediate and long-term values of training in terms of:

Direct dollar savings

Manpower and man-hour savings

Increased productivity

Improved quality of work performed

Expanded program flexibility

Increased ability to fill critical positions

Improved staff and skills utilization

Reduced "break-in" time for new employees

Improved employee morale and motivation

Increased self-developmental activity

Increased employee creativity

Methods used in assessing training results.

Training follow-up

At close of training
Periodically thereafter (after reasonable on-the-job application)

Employee and supervisory feed-back

Interviews
Questionnaires
Attitude surveys

Testing

Before/after testing
Testing for required skills and knowledges

Records

Production and cost rates
Grievances and appeals
Turnover, sick leave, and absenteeism
Accident rates
Error, waste, and re-work rates
Production vs. performance standards
Time required to effect changes
Availability of qualified candidates for vacancies (internal)

Determining needs for additional training. (Begin cycle again)

Changes which have resulted from evaluation studies.

C. Items

	X	0	1	2	3	4	5	Ideas for improvement
	Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
1. Evaluation standards and evaluation methodology are developed concurrently with and as an integral part of the development of training courses.								
2. The activity formally evaluates and documents the results of its overall training efforts.								
3. The effectiveness of specific training courses are evaluated by utilization of participant reactions and information obtained at the close of the training and systematic follow-up and the utilization of a variety of evaluative methods and informational sources (i.e., supervisory and employee interviews, before/after testing, observation of on-the-job performance, and records -- sick leave, turnover, production, cost, etc.).								
4. Self-appraisal and self-evaluation of its support and administrative efforts and activities are made by the training staff.								
5. Evaluation efforts have been utilized in the planning of future training activities.								

VI. RECORDS AND REPORTS ON TRAINING

A. Basic Considerations

Adequate training records are essential for planning future training operations, to document adherence to legal, regulatory, and procedural requirements, to provide data and information for reports on training activities, and to record the skills and knowledges of individual employees within the work force.

B. Functional Outline of Areas of Inquiry

Recording training received in Official Personnel Folder.

Recording employee self-development activities.

Uses made of these records:

- Developing training plans and goals
- Placement actions (promotions, reassignments, etc.)
- Determining needs for further individual training
- Training follow-up (tickler file)
- Management and program decisions on training

Reports to higher echelons

- Activity initiated
- Headquarters initiated
- Civil Service Commission initiated

Value of the reports to the reporting installation

C. Items

	Does not apply	Nonexistent	Ineffective	Needs improvement	Acceptable	Commendable	Outstanding	
	X	0	1	2	3	4	5	Ideas for Improvement
1. The organization has a system for recording training data and information.								
2. The data and information meet the needs of management, the training staff, and reporting requirements from higher levels.								

HANDOUT #18

WORKSHOP IN EMPLOYEE DEVELOPMENT

E X A M I N A T I O N

The following multiple choice questions are based on the text, Employee Training and Development in the Public Service. Put the letter of the best answer on the answer sheet.

1. Although there are several variations to the "systems approach" to training, the essential first step is:
   a. determine the objectives.
   b. get the support of top management.
   c. identify the need.
   d. get feedback.

2. For the employee development function to be effective in an organization, it should be:
   a. a sub-system of personnel management.
   b. independent of personnel management.
   c. at a higher level in the organization than personnel management.
   d. interrelated with personnel management.

3. Designing training courses is primarily the responsibility of the:
   a. employee.
   b. training committee.
   c. supervisor.
   d. training specialist.

4. Organizational development is concerned with improving the effectiveness of the organization. It includes individual development strategies to improve individual effectiveness and:
   a. team development.
   b. inter-team development.
   c. interventions to change organization-wide values and morms.
   d. all of the above.
   e. none of the above.

5. "Stranger," "cousin," and "brother" groups are terms used in:
   a. laboratory training.
   b. "T" Group training.
   c. sensitivity training.
   d. all of the above.
   e. none of the above.

6. Written training policies and plans vary depending upon the particular agency involved. However, the most successful usually contain statements on the following factors:

a. management philosophy and policy.
b. objectives of the program and assignment of responsibility for carrying them out.
c. definition of the means of reaching objectives.
d. control mechanisms by which success and failure can be measured.
e. all of the above.

7. Two approaches in identifying training needs are to determine:

a. each employee's needs and the organization's needs.
b. the long and short range goals of the organization.
c. each employee's needs and attitudes as reflected in surveys.
d. error rates and absenteeism.

8. Which of the following are basic sources of information available to the training specialist for the purpose of determining training needs:

a. direct observation of work.
b. use of performance appraisals.
c. survey of attitudes.
d. statements of organizational objectives, missions, and goals.
e. all of the above.

9. Training objectives can be categorized as:

a. relevant objectives, general objectives, and facilitating objectives.
b. performance objectives, general objectives, and facilitating objectives.
c. critical objectives, worthwhile objectives, nice-to-have objectives.
d. abstract objectives, applied objectives, and performance objectives.

10. Training objectives stated in performance terms should (1) describe what the learner will do to demonstrate that he has attained the objective, (2) stipulate significant conditions under which the learner will demonstrate that he has actually learned the behavior, and (3):

a. use specific action words.
b. be relevant and utilitarian.
c. state the "terminal behaviors."
d. specify the standards of performance that will be expected.

11. In the scientific study of learning, psychologists have developed a number of theories. They fall into two major families which are:

a. S-R theory and the B. F. Skinner school.
b. Behaviorism and the Gestalt school.
c. Operant Conditioning and the S-O-R concept.
d. none of the above.

12. Learning can be defined as:
    a. changed behavior.
    b. improvement of skills
    c. motivation.
    d. imparting of information.

13. There are many useful generalizations about learning that may be drawn from the theorists. Which of the following is true:
    a. learning is an active process.
    b. you can teach an "old dog" new tricks.
    c. variety avoids boredom.
    d. the learner needs feedback.
    e. all of the above.

14. Identify the statement that is <u>not</u> valid in the training of adults:
    a. adults learn better in an informal learning environment.
    b. adults enter a learning situation with a considerable background of experience which affects his learning.
    c. adults look for practical results.
    d. adults prefer the lecture method over all other methods.

15. Training needs may be categorized as:
    a. skill, knowledge, or attitude needs.
    b. formal, informal, or quasi-formal needs.
    c. short-range, long-range organizational needs.
    d. individual, group, or organizational needs.

16. "Job Instruction Training" (JIT) involves four steps: (1) preparing the trainee, (2) presenting the job operation, (3) applying and trying out the instruction, and (4):
    a. securing the trainees interest and attention.
    b. following up the training.
    c. questioning carefully and patiently.
    d. telling him when he is doing well.

17. Programmed learning has the following characteristics: (1) series of small steps, (2) learner proceeds at his own pace, (3) active response at each step, and:
    a. teaching machine is used.
    b. learner receives immediate confirmation of his response.
    c. it is inexpensive to develop.
    d. is based upon Gestalt learning theory.

Match the following training methods in Column A with the definitions in Column B.

Column A	Column B
18. Lecture	a. Group human relations training using principles of group dynamics
19. Conference	b. Study of a situation which involves a specific indicent or organizational problem
20. Roleplay	c. Speaking to training group usually from prepared notes
21. Case	d. A simulation of a series of decisions a trainee might have to make in real life.
22. Laboratory training	e. Meeting to solve problem through group discussion
23. Incident process	f. Individual on-the-job training
24. Coaching	g. A simulated situation in which trainees act out the thoughts and behavior of persons in particular roles in the organization.
25. In-basket	h. A case study with little information available to trainees at beginning

26. A major disadvantage when using the overhead projector is:
    a. room must be darkened.
    b. need an assistant to operate the equipment.
    c. difficult to project an image to very large groups.
    d. "keystoning."

27. A videotape recorder is a valuable audio-visual aid in training sessions concerned with:

a. roleplaying.
b. skill training.
c. instructor training.
d. all of the above.
e. none of the above.

28. The major advantage of the opaque projector is:

a. it can project printed material directly from a book.
b. it shows a brilliant picture.
c. the room need not be very dark.
d. large images can be projected.

29. Information about audio-visual aids may be obtained from which of the following resources:

a. NAVA
b. DAVI
c. ASTD
d. all of the above.
e. none of the above.

30. The prime training resource within the organization is:

a. the training specialist.
b. the personnel director.
c. the managers, supervisors, and skill specialists.
d. the head of the agency.

31. External training resources available to an agency include:

a. academic institutions.
b. correspondence study.
c. consultants.
d. all of the above.
e. none of the above.

32. The Intergovernmental Cooperation Act (Public Law 90-577) which was passed by Congress in 1968 authorizes:

a. the U.S. Civil Service Commission to conduct training courses in Washington, D. C. for states and localities free of charge.
b. Federal agencies to make training courses available to states and localities on a reimbursable basis.
c. the U. S. Civil Service Commission to do most of the training for state governments.
d. the Federal government to give training grants to states and localities.

Match the following professional associations in Column A with the periodicals published by the association in Column B.

Column A	Column B
33. Public Personnel Association	a. Training and Development Journal
34. American Society for Training and Development	b. Public Administration Review
34. Society for Personnel Administration	c. Public Personnel Review
36. American Management Association	d. Personnel
37. American Society for Public Administration	e. Personnel Administration

38. An effective management development program should include (1) education and training, (2) planned experience, and (3):
    a. "in-house" training programs.
    b. special project assignments.
    c. personal development.
    d. growth experiences.

39. Job rotation falls into the managerial skill development category of:
    a. education and training.
    b. planned experience.
    c. personal development.
    d. career development.

40. Which of the following has the possibility of the greatest degree of specificity in evaluation:
    a. typing refresher.
    b. letter writing.
    c. interviewing techniques.
    d. organization theory and leadership.

Match the evaluation technique in Column A with the most appropriate characteristic in Column B.

Column A	Column B
41. pre- post-test	a. simplicity in construction
42. post training-trainee questionnaire	b. most scientific
43. control groups	c. provides before and after comparison

44. The attitudes and values of the disadvantaged employee:
    a. are the same as other employees.
    b. may block his ability to learn in a traditional training course.
    c. will never be changed.
    d. are of no concern to the trainer.

45. Training courses for the disadvantaged should also include training for:
    a. top management.
    b. supervisors.
    c. peer groups.
    d. all of the above.
    e. none of the above.

46. In initiative training courses for the disadvantaged, which of the following is the least important to the success of the course:
    a. get top management support.
    b. select supervisors with great care.
    c. design appropriate training jobs for the trainees.
    d. identify trainee potential by written tests.

47. Training techniques in the last decade have been greatly influenced by:
    a. number of employees to be trained.
    b. behavioral sciences.
    c. top management.
    d. public policy programs.

48. In the 1960's, the proportion of public employees performing high-level managerial, technical, and professional work has:
    a. increased dramatically.
    b. increased slightly.
    c. decreased slightly.
    d. remained about the same.

49. In general, executive and managerial training for government executives is:

a. non-existent.
b. a reality today.
c. only conducted at universities.
d. a dream of the future.

50. The concept of the trainer's role can be described as (1) an administrator of training, (2) a learning specialist, and (3):

a. a specialist.
b. a planner of human resources.
c. an organizational developer.
d. a contributor to organizational problem solving.

WORKSHOP IN EMPLOYEE DEVELOPMENT

E X A M I N A T I O N

		Reference Chap./page	
1.	c	2	16
2.	d	2	22
3.	d	3	36
4.	d	4	65
5.	d	4	54,55
6.	e	5	84
7.	a	6	92
8.	e	6	94,95
9.	b	6	104.108
10.	d	6	104
11.	b	7	112
12.	a	7	111
13.	e	7	114-116
14.	d	7	120,121
15.	a	8	128
16.	b	9	148
17.	b	9	151
18.	c	9	176-178
19.	e	"	"
20.	g	"	"
21.	b	9	176-178
22.	a	"	"
23.	h	"	"
24.	f	"	"
25.	d	"	"
26.	c	10	190
27.	d	10	197
28.	a	10	193
29.	d	10	201
30.	c	11	207
31.	d	11	212-222
32.	b	11	223
33.	c	1	225-226
34.	a	"	"
35.	e	"	"
36.	d	"	"
37.	b	"	"
38.	c	12	243
39.	b	12	246
40.	a	13	257
41.	c	13	263-272
42.	a	"	"
43.	b	"	"
44.	b	14	289
45.	d	14	291
46.	d	14	291
47.	b	15	300
48.	a	15	306
49.	b	15	307
50.	d	15	315

WORKSHOP IN EMPLOYEE DEVELOPMENT

E X A M I N A T I O N

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50. _____

HANDOUT #19

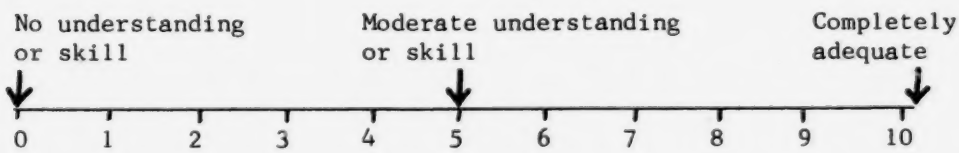
SELF-ASSESSMENT QUESTIONNAIRE

This is a self-assessment questionnaire and we will ask you to complete this before and after the course. The elements listed will be covered in the course. We would like your reaction to the importance of each element for successful performance of your job and what you feel to be your present level of understanding or skill on each element.

Please indicate beside each element the importance of the element for successful performance of your job by marking in the appropriate box:

- \- if that element is of no importance or if only minor importance
- o if that element is of some importance but not essential
- \+ if that element is essential to effective performance

In addition, please circle a number value on the scale beside each element which best indicates the understanding or skill you feel you presently possess. You may circle any number on the scale. The scale is as follows:



Understanding is evidenced by the ability to define, describe or cite the major aspects of the element.

Skill is evidenced by the ability to apply the major aspect of the element.

HANDOUT #20

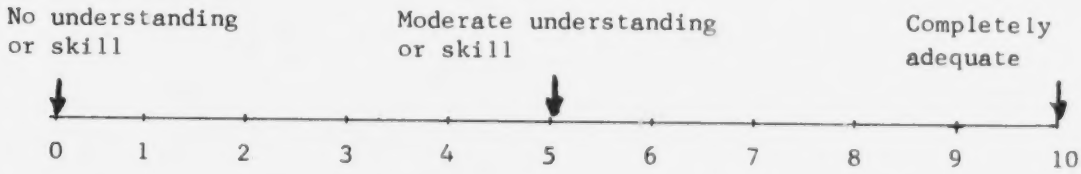
ASSESSMENT QUESTIONNAIRE
(completed by supervisor)

We will ask you to complete this Assessment Questionnaire on your employee before and after the course. The elements listed will be covered in the course. We would like your reaction to the importance of each element for successful performance of your employee's job and what you feel to be his present level of understanding or skill on each element.

Please indicate beside each element the importance of the element for successful performance of your employee's job by marking in the appropriate box:

- \- if that element is of no importance or of only minor importance
- 0 if that element is of some importance but not essential
- \+ if that element is essential to effective performance

In addition, please circle a number value on the scale beside each element which best indicates the understanding or skill you feel your employee presently possesses. You may circle any number on the scale. The scale is as follows:



Understanding is evidenced by the ability to define, describe or cite the major aspects of the element.

Skill is evidenced by the ability to apply the major aspect of the element.

QUESTIONNAIRE

(Please check who is completing this form)

/__/ NAME OF EMPLOYEE_____

/__/ NAME OF SUPERVISOR_____

DATE_____

Understanding of the following fundamentals of employee development:	Importance to job Mark one - 0 +	Number value which best indicates present understanding or skill. Circle number.
1. Various functions and roles in employee development	☐	0 1 2 3 4 5 6 7 8 9 10
2. Basic learning theories and characteristics of the adult learner.	☐	0 1 2 3 4 5 6 7 8 9 10
3. The training process:		
a. Identifying training needs	☐	0 1 2 3 4 5 6 7 8 9 10
b. Setting training objectives	☐	0 1 2 3 4 5 6 7 8 9 10
c. Selecting training methods and materials	☐	0 1 2 3 4 5 6 7 8 9 10
d. Determining resources	☐	0 1 2 3 4 5 6 7 8 9 10
e. Conducting learning experiences	☐	0 1 2 3 4 5 6 7 8 9 10
f. Evaluating training results	☐	0 1 2 3 4 5 6 7 8 9 10
4. Principles and methods of counseling adults	☐	0 1 2 3 4 5 6 7 8 9 10
5. Organizing and managing training	☐	0 1 2 3 4 5 6 7 8 9 10
6. Developing the underutilized and disadvantaged	☐	0 1 2 3 4 5 6 7 8 9 10
7. Trends in the field	☐	0 1 2 3 4 5 6 7 8 9 10

HANDOUT #21

UNITED STATES CIVIL SERVICE COMMISSION INTERAGENCY TRAINING PROGRAM PARTICIPANT EVALUATION	COURSE TITLE DATE(S) FROM _____ TO _____

Your reactions to this course are very important to us in planning future courses. We are interested, therefore, in your evaluation of this course in terms of both its announced objectives and your objectives in attending it. We invite your constructive suggestions concerning modifications which you believe would improve the course and make it more useful to future participants. This form is intended to identify the kind of information which we usually find most helpful; however, please do not feel bound to limit your remarks to the questions on the form. Your pertinent comments on any aspect of this course will be welcomed and considered.

(Please answer both of the following items before turning page.)

1. What do you believe were the most significant weaknesses in this course?

2. What do you believe were the most significant strengths in this course?

CSC FORM 746
NOVEMBER 1966

1. In terms of how well the course objectives were accomplished, how do you evaluate the program? (Check one.)

☐ Excellent ☐ Very Good ☐ Satisfactory ☐ Unsatisfactory

2. a. Would you add or emphasize any subject-matter areas in subsequent sessions of this course?

☐ Yes ☐ No If "Yes," list these areas and give your reasons:

b. Would you delete or deemphasize any subject-matter areas?

☐ Yes ☐ No If "Yes," list these areas and give your reasons:

3. List the lecturers/resource persons you think were more successful and less successful in accomplishing the objectives of their presentations.

MORE SUCCESSFUL	LESS SUCCESSFUL

4. Other Comments (Give any other comments, either general or specific, that you would like to make about the course. If you need more space, use a separate sheet of paper.)

AGENCY	GRADE AND JOB TITLE

NAME (OPTIONAL)

HANDOUT #22

EVALUATION OF SPECIFIC CONTENT ITEMS

Please indicate your reaction to the amount of coverage devoted to each of the following program items: (check the appropriate column)

Program Item	Too Little	Too Much	About Right
Employee Development:			
1. Various functions and roles in employee development			
2. Basic learning theories and characteristics of the adult learner			
3. The training process:			
a. identifying training needs			
b. setting training objectives			
c. selecting training methods and materials			
d. determining resources			
e. conducting learning experiences			
f. evaluating training results			
4. Principles and methods of counseling adults			
5. Organizing and managing training			
6. Developing the underutilized and disadvantaged			
7. Trends in the field			

HANDOUT #23

EVALUATION OF RESOURCES, METHODS AND MATERIALS

Please indicate your reaction to the following:

	Too Little	Too Much	About Right
1. Pre-course assignments			
2. Civil Service Commission instructors and lecturers			
3. Non-Civil Service Commission instructors and lecturers			
4. Length of presentations			
5. Opportunity for discussion			
6. Workshops			
7. Evening assignments			
8. Text _____			
9. Visual and related aids			
10. Breaks			
11. Length of course			

NAME_____

HANDOUT #24

EVALUATION OF INSTRUCTOR OR DISCUSSION LEADER

Instructor_____

Session Title_____

Please put a circle around the number on the scale at the right which best represents your opinion of the leader's performance.

Scale of Rating

5 - Excellent (well above average)

4 - Good (better than average)

3 - Average (acceptable)

2 - Below average (needs some improvement)

1 - Poor (needs a great deal of improvement)

Evaluation

1.	Was prepared for presentation	1	2	3	4	5
2.	Knew his subject	1	2	3	4	5
3.	Covered the subject adequately	1	2	3	4	5
4.	Expressed his ideas clearly and simply	1	2	3	4	5
5.	Used concrete, practical illustrations	1	2	3	4	5
6.	Used instruction aids effectively	1	2	3	4	5
7.	Spoke clearly and distinctly	1	2	3	4	5
8.	Held the interest of the group	1	2	3	4	5
9.	Involved the group	1	2	3	4	5
10.	Motivated the group	1	2	3	4	5
11.	Helped the group to apply his material	1	2	3	4	5
12.	Summarized his presentation	1	2	3	4	5

HANDOUT #25

EVALUATION OF ENVIRONMENTAL FEATURES

Please indicate your reaction to the following questions:	YES	NO
1. Was the room properly lighted?		
2. Was the room properly heated?		
3. Was the room properly ventilated?		
4. Did the room location avoid outside noise and other distractions?		
5. Were the seats comfortable?		
6. Could the participants see well?		
Could the participants hear well?		

7. How could the physical setting or arrangements be improved?

Name _____

Memorandum

Subject: ORGANIZATION FOR PERSONNEL MANAGEMENT

From: Honorable Harold Roberts
Mayor, Big Sandy H.R.

To: Edward Konrad
Personnel and Administrative Services Office

Through: John Maxwell
Manager of Administration

At last night's Council meeting, Mrs. Sally Ordway, Councilwoman, Ward 1, asked the City Administration to support its budget request for Personnel Administration. The dollar amount is not in question since it does not represent a significant increase from last year's operating budget.

However, the purposes of personnel programs are being questioned. Please provide adequate responses for the following questions raised by Councilwoman Ordway:

ORGANIZATION FOR PERSONNEL MANAGEMENT

(a) What organization exists:

- At the Manager of Administration level?
- At each department level?

(b) Is there any coordinating body such as a personnel council of department personnel officers?

(c) What are the responsibilities of the Mayor, operating managers, first-line supervisors, and the personnel officer?

(d) Is the personnel staff adequate in terms of size and technical qualifications?

(e) Current problems and suggestions for resolving them.

CAREER PLANNING

Please describe:

(a) Career lines of progression by major occupational categories.

(b) Career plans which "cross" occupational lines.

(c) Career planning assistance to employees by major occupational categories.

(d) Current problems and suggestions for resolving them.

EMPLOYEE DEVELOPMENT

Please describe how you:

(a) Identify training needs.

(b) Provide for and select candidates for upward mobility training.

(c) Provide for and select candiates for middle management training across occupational lines.

(d) Provide for and select candidates for executive training across occupational lines.

(e) Provide for and select candidates for specialized training.

- Within each department
- In university or other outside facilities

(f) Current problems and suggestions for resolving them.

PARTICIPANTS: Based upon your own experience and discussions during this course, prepare a brief presentation for Mayor Roberts (use HANDOUT #16 as reference).

VI. AUDIO-VISUAL MATERIAL

Many of the audio/visual materials listed below are already available to the Regional Training Institutes. They can be utilized in the course as the course director thinks most appropriate.

Film Strips:

Let's Look at the Learner

"Let's Look at the Learner" puts the emphasis on the learner and learning in the classroom. It stresses the importance of realistic objectives and shows the teacher how different teaching methods affect learning.

Looking at Visual Aids

"Looking at Visual Aids" was designed with the learner in mind. It serves equally well as a review for experienced teachers or to introduce the prospective teacher to visual aids. Subjects include filmstrips, slides, chalkboards, pointers, paper easels (flip charts), and others.

Looking at Teaching

"Looking at Teaching" illustrates the relationship between the teacher and student, showing that the instructor must adjust to the learner's initial behavior and learning ability. The subjects of preplanning, motivation, involvement, and testing are illustrated as they relate to the teaching-learning process.

The Teacher as a Speaker

"The Teacher as a Speaker" shows the hazards of poor speaking habits including the many misuses of the speaker's stand, chalkboard, demonstrations, projections, etc. The advantages of speaking to be heard, using a "change-of-pace," using good voice inflections, and getting eye contact are illustrated.

Room for Learning

"Room for Learning" brings out the importance of the classroom in the learning situation. Such subjects as furniture, ventilation, acoustics, visibility, and distrations are discussed. The responsibility is placed on the teacher for seeing that these things are properly managed to provide maximum learning.

These filmstrips are all in color and may be purchased from:

Colonial Films, Inc.
752 Spring Street, NW.
Atlanta, Georgia 30308

The cost is $25.00 per.

The Supervisor as an Instructor Series

"The Supervisor as an Instructor Series"- a popular guide to classroom training has helped thousands of supervisors and managers develop effective teaching techniques

Supervising the Disadvantaged

"Supervising the Disadvantaged" is designed to acquaint the supervisor with the special problems he will encounter in working with the disadvantaged.

The above filmstrips may be purchased from:

Addison-Wesley Publishing Co., Inc.
Reading, Massachusetts 01867

The cost for rental is $15.00 per film; purchase price is $225 per film.

Educational Objectives

"Educational Objectives"- this program assists one in developing precisely stated instructional goals. At its conclusion viewers are able (1) to distinguish between behaviorally and non-behaviorally stated instructional objectives and (2) convert non-behavioral objectives to a form specifying student post-instruction behavior.

Selecting Appropriate Educational Objectives

"Selecting Appropriate Educational Objectives"- what objectives should a teacher attempt to achieve? This program provides several tools with which to answer this question. Demonstrating that mere specificity of instructional goals does not insure worthwhile goals, the program develops the viewer's skills in using modified versions of the Taxonomies of Educational Objectives.

Evaluation

"Evaluation"- this program treats a topic of great interest to all involved in instruction, discussing a rigorous system for assessment of teaching. Test construction, item sampling, and interpretation of student performance data are given attention and the critical role of pre-assessment of learner competency is emphasized. The viewer learns to select and construct test items appropriate to given objectives, to design both formal and informal pre-assessment procedures, and to make appropriate inferences regarding instruction based on data obtained from his students.

Identifying Affective Objectives

"Identifying Affective Objectives"-perhaps the most difficult task of those who must formulate objectives is the generation of non-cognitive, that is, affective objectives. This program provides a four step strategy for designing affective objectives and gives the viewer practice in using the strategy.

Teaching Units and Lesson Plans

"Teaching Units and Lesson Plans"-this program describes recommended elements for the two most popular forms of instructional plans, that is, the teaching unit and the lesson plan. The viewer is given practice in identifying procedures which are appropriate for lesson plans, teaching units, both, or neither.

These filmstrips may be purchased from:

Vimcet Associates
Post Office Box 24714
Los Angeles, California 90024

The cost is $15.00 for rental per.

Film

Pattern for Instruction

This film may be purchased from:

Roundtable Films, Inc.
321 S. Beverly Drive
Beverly Hills, California 90212

The cost for rental in black and white $30.00; color $45.00.

VII. COURSE DESCRIPTION

WORKSHOP IN EMPLOYEE DEVELOPMENT

BACKGROUND

The function of employee development, while important at all levels of government, is nowhere more important than at the local government level. It is at the local community level that contacts between citizen and government are most frequent and most intense. To help meet the unique training needs of local government, a special training effort, WORKSHOP IN EMPLOYEE DEVELOPMENT, was undertaken jointly by the Department of Housing and Urban Development and the U.S. Civil Service Commission.

OBJECTIVES

At the completion of this course, participants should have an increased knowledge about the:

- overall employee development function and its relationship to total management
- organization and management of training activities
- process of training
- major principles of learning
- characteristics of the adult learner
- ways to develop the underutilized and disadvantaged worker

CONTENT

The workshop will include lectures, group discussions, practical exercises, workshops, and outside readings. It will cover such topics as:

- function of training
- learning theory
- characteristics of the adult learner
- roles of the trainer
    - learning specialists
    - administrators
- process of training
    - identifying training needs
    - setting training objectives
    - selecting training methods and materials
    - determining resources
    - conducting learning experiences
    - evaluating training results

- organizing and managing training
- assisting in career development of employees, including the underutilized and disadvantaged
- principles and methods of counseling adults

ELIGIBILITY

Employees of State and Local agencies who have been designated by their supervisors as responsible for, at present or in the near future, training and employee development activities. (Their assignment may be full or part-time.) First priority in seat allocation will be given to such HUD-related agencies as housing, planning, urban renewal, Model Cities (and Model Cities projects, if under another operating agency), etc. Second priority will be given agencies with a direct oversight responsibility associated with these HUD-related agencies. Other State and Local agencies and housing and urban affairs related nonprofit organizations may be accepted on a space available basis.

COSTS

There will be no tuition charged for this course. The Department of Housing and Urban Development has funded all costs for the development and presentation of this course.

UNITED STATES CIVIL SERVICE COMMISSION

VIII. SAMPLE LETTER TO PARTICIPANTS

Participants attending
WORKSHOP IN EMPLOYEE DEVELOPMENT

Welcome to the course, WORKSHOP IN EMPLOYEE DEVELOPMENT.

The workshop will begin on Monday, , and end on Friday, The course will be held at The first day's session will begin at 8:45 a.m.

We have designed this workshop to include a variety of learning experiences to provide you with the concepts, techniques, and methods needed by professionals involved with employee development. In order for you to get the most out of the course, your active participation will be needed.

Th enclosed text, Employee Training and Development in the Public Service will be utilized in the course. We suggest that you survey the entire book and specifically read Chapters 1 and 3 before the workshop begins. Additional evening reading assignments will be required during the workshop.

We look forward to having you with us in this workshop. Please call me on , if you have any questions.

Sincerely yours,

Enclosures

IX. SAMPLE CERTIFICATE

UNITED STATES CIVIL SERVICE COMMISSION
AND
DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

CERTIFICATE OF TRAINING

This Is To Certify That

Has Attended The Workshop In Employee Development

Given In

NAME
TITLE

Department of Housing and Urban Development

DATE

NAME
TITLE

U.S. Civil Service Commission

UNITED STATES CIVIL SERVICE COMMISSION

BUREAU OF TRAINING

PERSONNEL MANAGEMENT TRAINING CENTER

INSTRUCTORS' GUIDE

FOR

"ADVANCED WORKSHOP IN EMPLOYEE DEVELOPMENT"

TABLE OF CONTENTS

I.	SCOPE, STRUCTURE AND OBJECTIVES OF THE COURSE	1
II.	COURSE OUTLINE	2
III.	TOPICAL OUTLINES AND OUTLINES AND GUIDES FOR PRESENTATIONS	3
IV.	PARTICIPANT HANDOUTS	33
V.	COURSE DESCRIPTION	85
VI.	SAMPLE LETTER TO PARTICIPANTS	87
VII.	SAMPLE CERTIFICATE	89
VIII.	SAMPLE EVALUATION	91

"ADVANCED WORKSHOP IN EMPLOYEE DEVELOPMENT"

I. SCOPE, STRUCTURE AND OBJECTIVES OF THE COURSE

SCOPE

This three-day workshop is designed for staff members from State and local agencies (and eligible non-profit members). They should have previously attended the "Basic Workshop in Employee Development" conducted by the U.S. Civil Service Commission under an interagency agreement with the Department of Housing and Urban Development or have considerable experience in the employee development function.

STRUCTURE AND OBJECTIVES

Participants in this workshop, through lectures, group discussions, and practical exercises, will have an increased understanding of:

- the training officer's job
- problems related to the training function
- the systems approach to training
- how to analyze performance problems
- alternatives to formal training
  - -- on-the-job training
  - -- job restructuring
- the training cost model
- trends in management development training
- HUD training efforts

II. COURSE OUTLINE

FIRST DAY

9:00 - 9:15	SCOPE, STRUCTURE AND OBJECTIVES OF COURSE
9:15 - 10:30	THE TRAINING OFFICER'S JOB and Problem Clinic
10:45 - 12:15	INTRODUCTION TO THE SYSTEMS APPROACH TO TRAINING
1:15 - 2:30	ANALYZING PERFORMANCE PROBLEMS
2:45 - 4:00	SELECTION OF INSTRUCTIONAL METHODOLOGIES

SECOND DAY

9:00 - 10:30	ALTERNATIVES TO FORMAL TRAINING (On-the-Job Training)
10:45 - 12:00	TRAINING COST MODEL
1:00 - 4:00	TRAINING COST MODEL (continued)

THIRD DAY

9:00 - 10:30	ALTERNATIVES TO FORMAL TRAINING (Job Restructuring)
10:45 - 12:15	TRENDS IN MANAGEMENT DEVELOPMENT TRAINING
1:15 - 2:30	HUD RELATED TRAINING PROGRAMS
2:45 - 3:45	REVIEW OF PROBLEM CLINIC AND TRAINING CARRYOVER WORKSHOP
3:45 - 4:00	SUMMARY AND CRITIQUE OF COURSE

III. TOPICAL OUTLINES AND OUTLINES AND GUIDES FOR PRESENTATIONS

F I R S T D A Y

Topic: Structure and Objectives

Time: ½ hour

Content: During this period the speaker welcomes the group on behalf of the Civil Service Commission and the Department of Housing and Urban Development, introduces the staff, gives the purpose and objectives of the course, and previews the subject matter and the three-day schedule. Class members can introduce themselves, describe their present position and personal objectives for attending the course.

Resource: The course director is the most suitable person for this session. It gives him the opportunity to introduce himself and establish his role in the course. The welcome portion can, or course, be given by the center director, the regional director, or HUD official.

F I R S T D A Y

Topic:	The Training Officer's Job and Problem Clinic
Time:	1½ hours
Objectives:	Participants will have an increased understanding of the typical duties involved in the training officer's job and whether these duties are being performed back in their organization. Participants will also be able to identify problems associated with the training function.
Content:	This unit is designed to have participants compare typical training officer duties with their job and organization and identify training function problems.
Methodology:	Guided discussion and small group discussion.
Materials:	Handout #1, Typical Training Officer Duties.
Resource:	Course director.

Outline and Guide for Presentation

F I R S T D A Y

The Training Officer's Job and Problem Clinic

I. Training officer's job involves:

planning
administering
evaluating or
supervising

a program designed to train and develop employees.

II. Typical examples of a training officer's duties are included in Handout #1.

Note to course director: Have participants read Handout #1 and complete the task discussed in the directions. After they complete the exercise, review each typical duty and tabulate on the chalk board or flip chart: the duties they perform, the duties some one else performs, and the duties that no one is performing. The results will give a composite picture of the training job and who is or is not performing it back in the organization.

III. Summarize above exercise and lead into the problem clinic.

IV. Problem clinic

A. Divide groups into small work groups (five or six participants).

B. Have groups discuss and list on flip chart paper problems in the training area that they are presently encountering.

C. Have small groups report back to the total group.

D. Select one or two problems and have group identify possible solutions and courses of action that might be taken to alleviate the problem.

E. Problems that are not discussed refer to subsequent resource speaker (if appropriate) or discuss on final day of the workshop.

F. Summarize session.

F I R S T D A Y

Topic:	Introduction to the Systems Approach to Training
Time:	1½ hours
Objective:	Participants will have an increased understanding of the systems approach to the training function.
Content:	This unit is designed to introduce the concept of the systems approach to training.
Methodology:	Lecture/discussion and IRS self-instruction material if appropriate. (Note: Each region will be sent a copy of the audio-tape.)
Materials:	Handout #2, Workbook: Introduction to the Systems Approach to Training. Handout #3, Systems Approach Gets Results, by William R. Tracey, Edward B. Flynn, Jr., and C. L. John Legere. Handout #4, Application of a Systems Approach to Training: A Case Study

...line and Guide for Presentation

F I R S T D A Y

Introduction to the Systems Approach to Training

I. Systems Approach to Training

(Put on flip chart or chalkboard)

A. Definition of a system - a group of parts or components which work together as a functional unit to achieve pre-established objectives.

(Audio-tape and Handouts #2, #3 and #4)

B. Basic Concepts

(IRS self-instructional material may be inserted at this point, if appropriate--Handout #2)

Instructional Systems Design (Description of the System)

Briefly describe each of the steps in the system:

Step 1 - Collect Job Data
Step 2 - Identify Training Requirements
Step 3 - Formulate Performance Objectives
Step 4 - Construct Performance Tests
Step 5 - Select and Sequence Course Content
Step 6 - Select Instructional Strategies
Step 7 - Produce Instructional Materials
Step 8 - Conduct and Evaluate Instruction
Step 9 - Administer and Analyze Tests
Step 10 - Follow-up Graduates

C. Conclusion

In the systems approach, all the elements are interrelated and fashioned into a true closed-loop instructional system.

F I R S T D A Y

Topic: Analyzing Performance Problems

Time: 1½ hours

Objectives: Participants will be able to analyze performance problems and determine possible training and non-training solutions to these problems.

Content: This unit is concerned with techniques for analyzing performance problems and determining whether the problem is one of acquisition of behavior or maintenance of behavior. One type of problem leads to a training solution while the other type leads to other non-training solutions.

Methodology: Lecture/discussion and practical exercise

Material: Handout # 5 , Analyzing Performance Problems
Handout # 6 , Quick-Reference Checklist

Resource: Course director

Readings: None

References: Mager, Robert F. and Peter Pipe, Analyzing Performance Problems or You Really Oughta Wanna. Belmont, California: Fearon Publishers, 1970.

(May be purchased from: Fearon Publishers
Lear Siegler, Inc.
Education Division
6 Davis Drive
Belmont, California 94002
Phone: Area code 415, 592-7810; Price: $2.75 each)

Outline and Guide for Presentation

F I R S T D A Y

Analyzing Performance Problems

I. Introduction

Analyzing employee performance problems in a systematic manner will help both the training specialist and the supervisor determine the most appropriate solution to these discrepancies. Solutions to employee performance problems are concerned with behavior change. Behavior change involves:

Put on chalk board or flip chart:

- acquisition of behavior
- maintenance of behavior

- acquisition of behavior
- maintenance of behavior

II. Acquisition of behavior

In acquiring a behavior, one becomes proficient in a skill which he previously could not perform. The skill is often acquired through training of one sort or another.

III. Maintenance of behavior

Maintenance of behavior is concerned with keeping the acquired behavior up to standard. Some ways of maintaining the behavior are by providing the employee with feedback on the quality of his work and providing positive consequences to the employee for performing at or above the job standard.

Feedback and positive consequences are provided by structuring the job environment so that it provides the employee with sources of recognition, achievement, growth opportunities, or other meaningful consequences.

IV. Flow diagram approach to analyzing performance problems

A. Flow diagram

Refer to Handout # 5 Analyzing Performance Problems

The flow diagram is a sequence of steps involving questions that are arranged to analyze the reasons for performance discrepancies. The analysis leads to suggested solutions to performance problems.

B. Definition of performance discrepancy:

the difference between someone's actual performance and his desired performance

C. Questions to ask:

Refer to Handout # 6 Quick-Reference Checklist

The questions to ask for each step on the flow diagram are described in the Quick-Reference Checklist.

D. Examples of performance discrepancies analyzed by the flow diagram and Quick-Reference Checklist.

Refer to Handout # 7 Examples of Performance Discrepancies

(Refer to the handout and have the participants discuss each of the examples by use of the flow diagram and Quick-Reference Checklist.)

Example #1

This is an example of a performance discrepancy that usually is not important and the solution is to ignore it as a problem.

Example #2

This is a skill deficiency problem and the solution is formal training or on-the-job training.

Example #3

This example is not a skill deficiency problem and the proper solution depends on removing punishment for the desired performance of "supervisors delegating responsibility."

Example #4

In this example, non-performance is rewarding and/or the desired performance does not matter.

Additional examples

If appropriate, select a problem that was identified in the morning session and analyze by use of the flow diagram and Quick-Reference Checklist.

V. Conclusion

Performance problems can be caused by a skill deficiency (acquisition of behavior) or the job environment in which the employee practices the skill (maintenance of behavior). Solutions to performance problems caused by skill deficiencies are quite different from performance problems caused by job environment.

F I R S T D A Y

Topic: Selection of Instructional Methodologies

Time: 1½ hours

Objectives: Participants will have an increased understanding of the advantages and disadvantages of various instructional methodology available to the trainer.

Content: This unit is concerned with a review of the purpose, value and limitations of several instructional methodologies.

Methodology: Guided discussion based on quiz.

Material: Methods of Training: Discussion Questions
Handout #8

Resource: Course director.

Outline and Guide for Presentation

F I R S T D A Y

Selection of Instructional Methodologies

I. Have participants individually complete the quiz (Handout #8) and then discuss and reach a consensus with two or three other participants.

II. A general discussion can follow on several or all of the questions.

S E C O N D D A Y

Topic:	Alternatives to Formal Training (On-the-Job Training)
Time:	1½ hours
Objectives:	Participants will have an increased understanding of what on-the-job training is and "how-to-do" on-the-job training.
Content:	This unit is designed to describe OJT, demonstrate the actual technique, give the participants a brief practice exercise utilizing the OJT steps and discuss how the trainer would implement an OJT effort back in the agency.
Methodology:	Lecture/discussion/demonstration/practice exercise
Material:	Filmstrip and audio-tape #5, "How to do On-the Job Training" (May be purchased from: Addison Wesley Publishing Co., Reading, Massachusetts 01867. Phone: Area code 617, 944-3700; Ask for "On-the-Job Training" series; you only need #5.)
Resource:	Course director
Readings:	None
References:	Instructor's Guide: "The Supervisor and On-the-Job Training." (Guide was developed by and is available from the Dallas Regional Training Center, U.S. Civil Service Commission, 1100 Commerce Street, Dallas, Texas 75202; most regions already have a copy of this guide.) The Supervisor and On-the-Job Training, by Martin M. Broadwell. (May be purchased from Addison Wesley Publishing Company, Reading, Massachusetts 01867. Price: $4.95 each--quantity discount of 20%.)

Outline and Guide for Presentation

S E C O N D D A Y

Alternatives to Formal Training (On-the-Job Training)

I. Introduction

On-the-job training is the most commonly used method of training in the work environment. It is the most convenient training method for the supervisor whether he has to train one individual or a small number of individuals.

II. Three-step method for on-the-job training

--demonstrate the process (show and tell: what, how, why)
--have the employee tell you while you do it
--have the employee do it showing and telling you

(At this point show Filmstrip Number 5, "How to do On-the-job Training.")

(Demonstration by instructor)

III. Demonstration

After the filmstrip, demonstrate the OJT technique utilizing one of the following or any other appropriate operation:

--operation of an overhead projector
--operation of a slide projector
--operation of a 16 mm movie projector
--use of a polaroid camera
--operation of a tape recroder

IV. Discussion of implementing an on-the-job training course back in their organization

A. Availability of training course by CSC
B. Availability of training materials

1. Filmstrips
2. Texts

S E C O N D D A Y

Topic:	Training Cost Model
Time:	4½ hours
Objectives:	Participants will be able to either predict the cost of a proposed training course or in the absence of accurate accounting data, to reconstruct the cost of a course that is already past.
Content:	This unit is designed to present a training cost model that simulates the behavior of training costs under various specified conditions. This is accomplished by a step by step procedure.
Methodology:	Lecture/discussion/workshop
Materials:	Workshop material and Instructors' Guide for this unit is available to each Region.
Resource:	Course director or appropriate staff member.

THIRD DAY

Topic:	Alternatives to Formal Training (Job Restructuring)
Time:	1½ hours
Objectives:	Participants will have an increased understanding of job restructuring techniques and its utilization as an alternative to formal training.
Content:	This unit is designed to describe the reasons for using job restructuring, the essential characteristics of job restructuring, and the responsibility for job restructuring.
Methodology:	Lecture/discussion and case study
Material:	Handout #9, Claims Examining Problem Handout #10, Claims Examining Solution
Resource:	Course director or program official familiar with job restructuring techniques.

Outline and Guide for Presentation

THIRD DAY

Alternatives to Formal Training (Job Restructuring)

I. Reasons for using job restructuring

A. Formal training may be too expensive or complex
B. Better use of skill available in the labor market
C. Better use of existing staff resources
D. Better use of employee potential
E. Better use of career ladders

II. Essential characteristics of job restructuring

A. Job purification--"shredding out" of lower level tasks

1. Creates proper balance among senior, junior and trainee positions
2. Better utilization of skills by creating:

a. professional positions
b. technician positions
c. clerical positions
d. aide positions

B. Job enlargement--increasing the scope and/or level or work assigned to a given individual

1. Job may be enlarged vertically--higher level duties and responsibilities
2. Job may be enlarged horizontally--wider scope of the work process

C. Job simplification--assigning work by specialized or narrow tasks

1. Minimizes skill requirements for scarce and hard to fill positions
2. Provides job opportunities for lower-skilled employees

D. "Job Enrichment" - Frederick Herzberg's term for introducing more effective motivation into jobs

1. Enrich job by "loading" them with:

a. responsibility
b. personal achievement
c. recognition
d. personal growth
e. meaningful work

III. Responsibility for job restructuring

A. The effort should be carried out jointly between supervisors and staff specialists, such as staffing and placement specialists, position classification specialists, employee development specialists, budget specialists, and management analysis.

IV. Case study

A. Purpose

1. The case is designed to reinforce the basic presentation

B. Suggested format and administration

1. Divide class into small groups of 5-6 each
2. Ask participants to read the case, Handout #9
3. Have the groups discuss the case, restructure the jobs and redesign the organization, and put their new organization on flip-chart paper
4. Have each group present their new organization citing what concepts they incorporate into the new job restructuring design
5. After sufficient discussion, the course director should:

a. summarize key points
b. hand out solution to case, Handout #10
c. conclude session

THIRD DAY

Topic:	Trends in Management Development Training
Time:	1½ hours
Objectives:	Participants will have an increased understanding of the trends and essential components of effective management development programs.
Content:	This unit is designed to define management development, describe the essential components of a managerial development program, and indicate the trends.
Methodology:	Lecture/discussion
Resource:	Course director or experienced CSC trainer in in management development training programs.

Outline and Guide for Presentation

THIRD DAY

Trends in Management Development Training

I. Management development is concerned with:

A. Preparing people to fill the future manpower relacement or expansion needs of an organization

B. Improving the performance of the present managers in the organization

II. Scope of management development--
Management development involves the following:

A. Identifying the qualities and quantities of personnel required to meet the organizations foreseeable management manpower requirements

B. Appraising and compiling usable data regarding the performance, qualifications, promotability, development potential and aspirations of management, and potential management personnel

C. Planning for and recruiting the numbers and types of people required to meet the present and future management manpower requirements

D. Providing the guidance and assistance, including a variety of training experiences, required to improve present management performance, enhance promotability and further develop management-related professional and personnel potentialities

E. Select specific employees for the management development effort

III. Management development program techniques:

A. Education and training

1. "In-house" training programs
2. Institution-education programs

B. Planned experience

1. Coaching
2. Special project assignments
3. Task force and committee assignments
4. "Assistant to" positions
5. Job rotation

C. Personal development

1. Professional association activities, conferences, conventions and seminars

2. Planned reading and correspondence courses

IV. Trends in management development training

(Note: This section of the unit should emphasize specific training opportunities, e.g., supervisory and management courses, conducted by CSC, Executive Seminar Centers, Federal Executive Institute, and a current assessment of the trends through these training sources.

T H I R D D A Y

Topic:	HUD Related Training Programs
Time:	1½ hours
Objective:	Participants will have an increased understanding of HUD related training programs.
Content:	This session should be conducted by a HUD representative and will discuss the appropriate HUD programs that relate to the training needs of the participants. The emphasis should be on HUD grants. (Note: This session could be expanded to a half-day.)
Methodology:	Lecture and guided discussion.
Materials:	Appropriate literature supplied by HUD representative.
Resources:	Appropriate HUD representative.

T H I R D D A Y

Topic:	Review of Problem Clinic and Training Carryover Workshop
Time:	1 hour
Objective:	Participants will be able to indicate specific, concrete, realistic actions that they intend to take on the job as a result of the training course.
Content:	This unit is designed to review the problem census of the first day and have participants identify actions that they can take on some of these problems. The steps in this workshop are: 1. The groups that identified problems on the first day are reconvened. 2. Each group reviews their list of problems identified on the first day and discusses the possible actions that can be taken back on the job. 3. Each group presents one problem and possible actions to be taken to the total group.
Methodology:	Small group discussion.
Resource:	Course director.

THIRD DAY

Topic:	Summary and Critique of Course
Time:	½ hour
Objective:	Participants will have an opportunity to critique the course.
Content:	-Brief summary of course -Critique of course by participants -Awarding of Certificates (optional) See VII. Sample Certificate
Material:	Evaluation form (See VIII. Sample Evaluation).
Resource:	Course director.

IV. PARTICIPANT HANDOUTS

Handout #1 - Typical Training Officer Duties
2 - Workbook: Introduction to the Systems Approach to Training
3 - Systems Approach Gets Results
4 - Application of a Systems Approach to Training: A Case Study
5 - Analyzing Performance Problems
6 - Quick-Reference Checklist
7 - Examples of Performance Discrepancies
8 - Methods of Training: Discussion Questions
Answer Sheet
Scoring Key
9 - Claims Examining Problem
10 - Claims Examining Solution

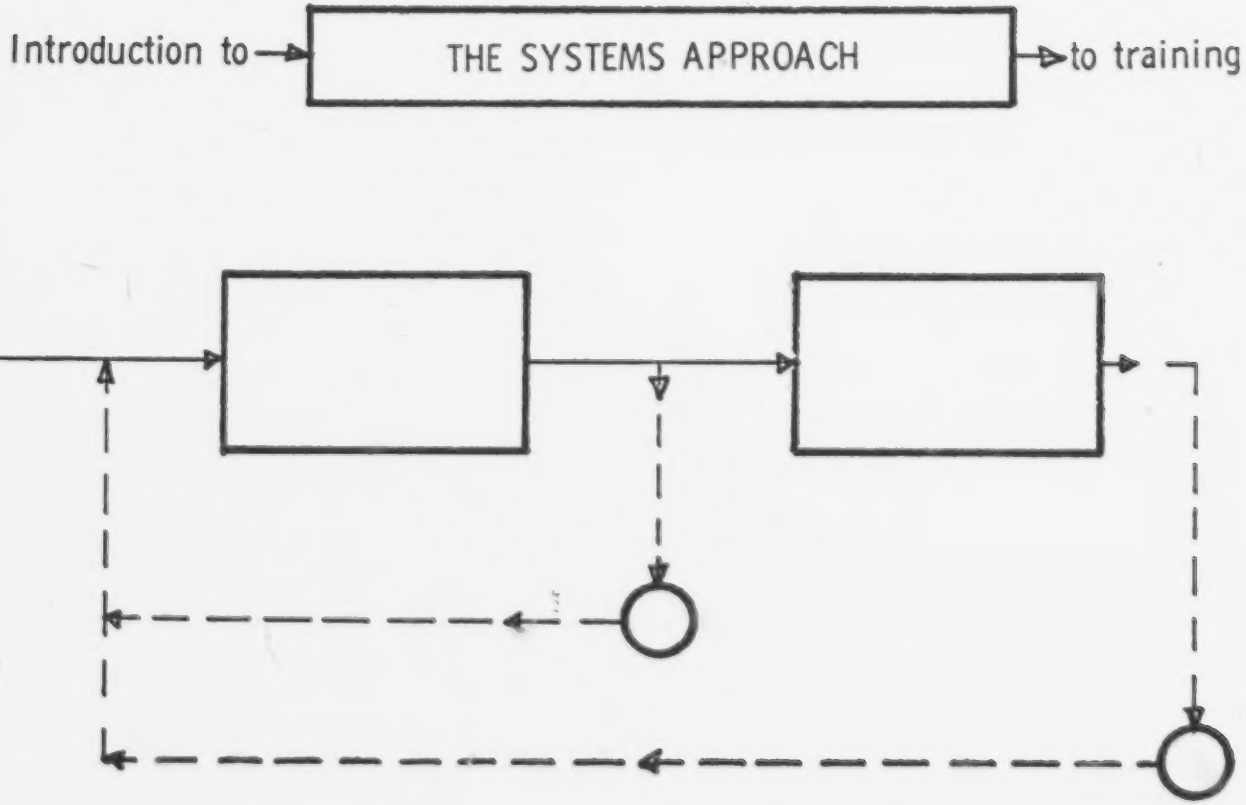
TYPICAL TRAINING OFFICER DUTIES

Read the following list of typical duties of a training officer and check the appropriate box at the right.

Examples of Duties	This duty is:		
Plans, develops, and implements a variety of in-service training and staff development programs for the staff, operating agency personnel, and employees	Part of my job	Part of some other job in my organization	Not being performed in my organization
Consults with the director, supervisors, employees and training subcommittee to determine training needs			
Discusses training needs with outside agencies such as trade schools and universities			
Plans orientation programs for new employees			
Supervises and participates in conducting orientation program meetings, classes, and tours			
Plans in-service training programs			
Develops and outlines programs on the basis of need and policies			
Designs curriculum to satisfy requirements of each program			
Determines budget needs			
Arranges for staff, training materials and equipment, and locations for instruction and demonstrations			
Coordinates and participates in instructional activities			
Supervises and participates in the evaluation of in-service training program results, including the interpretation of reports			
Supervises and participates in the development of information and development material			
Supervises the maintenance of training records and material files			
Develops individual and career development programs; arranges institutional instruction needed; develops and administers tuition refund programs; maintains resource files on institutional instruction available; and maintains good working relationships with educational institutions			

Handout #2

WORKBOOK



Pilot Materials

National Training Center
Internal Revenue Service

OBJECTIVES

After completing this instructional program, you will be able to:

1. Given a blank diagram of a training system, label the eight principal parts of the system.

2. Describe the difference between an "open loop" system and a "closed loop" system.

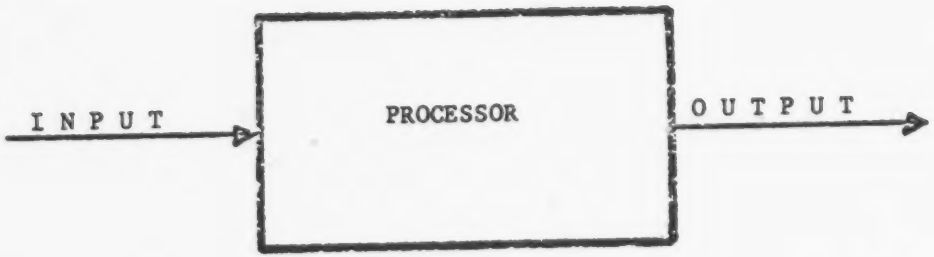
3. From a list of examples of "feedback," discriminate between feedback which is part of course evaluation and feedback which is a part of job performance evaluation.

4. List the principal "inputs" of a training system.

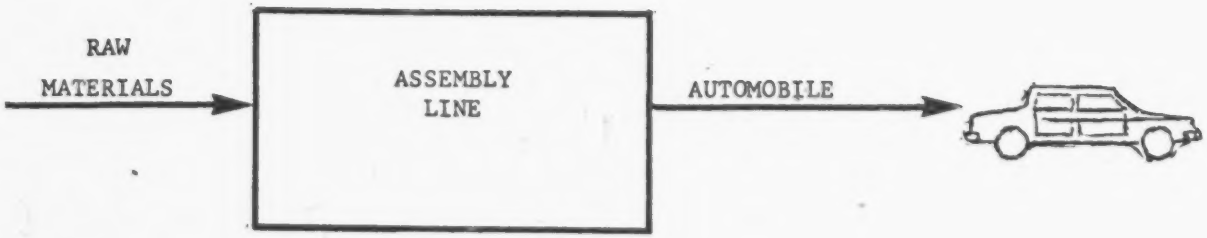
5. Identify the elements of a training system which make up the "Quality Control" component.

Acknowledgement: Credit for the system model used in this program is due to the Center for Programmed Learning for Business, University of Michigan.

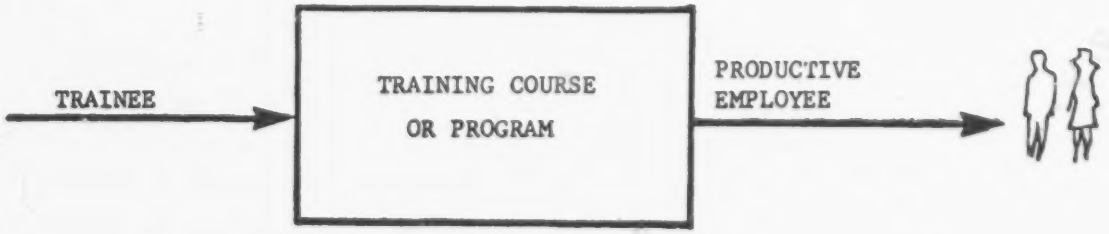
S T O P . . . WAIT FOR THE NARRATOR



System: A group of parts or components which work together as a functional unit to achieve pre-established objectives.


RAW
MATERIALS
ASSEMBLY
LINE
AUTOMOBILE

39


TRAINEE
TRAINING COURSE
OR PROGRAM
PRODUCTIVE
EMPLOYEE

QUESTIONS

1. Which of the following is the best definition of a system? (Check the answer)

_____ a. A process that produces something, like an automobile.

_____ b. A group of parts or components working together to achieve an objective.

_____ c. A flow-chart diagram of complex processes.

2. All systems contain at least three basic elements or components. They are:

a._____

b._____

c._____

3. For each of the words listed below, indicate which of the three main system components the word represents:

a. Trainee = _____

b. Assembly Line = _____

c. Automobile = _____

d. Training Course = _____

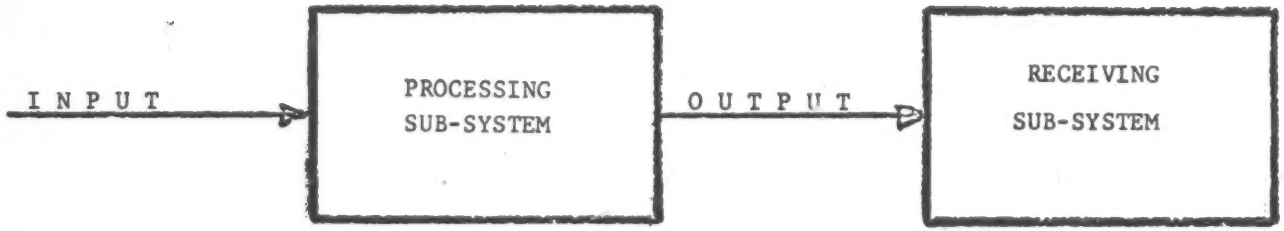
e. Productive Employee = _____

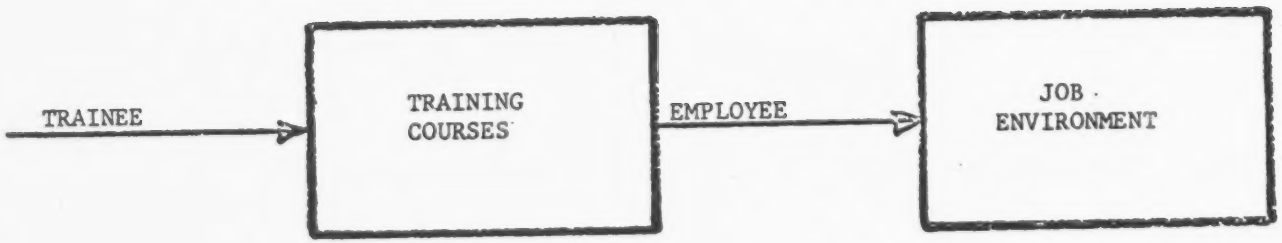
f. Raw Materials = _____

40

LOOK UP when finished. The tape recording will give you the answers in a few minutes.

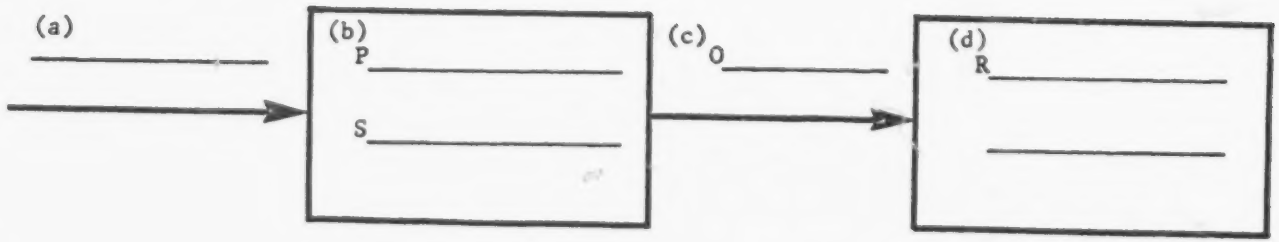
DO NOT TURN THE PAGE UNTIL TOLD TO DO SO


INPUT
PROCESSING
SUB-SYSTEM
OUTPUT
RECEIVING
SUB-SYSTEM

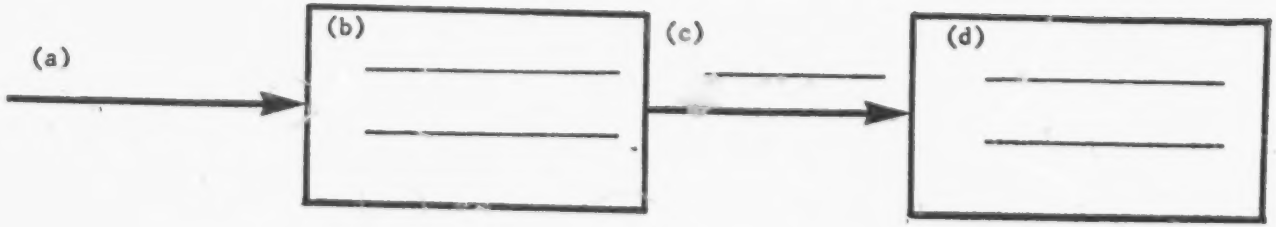

TRAINEE
TRAINING
COURSES
EMPLOYEE
JOB
ENVIRONMENT

FILL IN THE BLANKS BY EACH NUMBER

1. GENERAL SYSTEM



2. TRAINING SYSTEM



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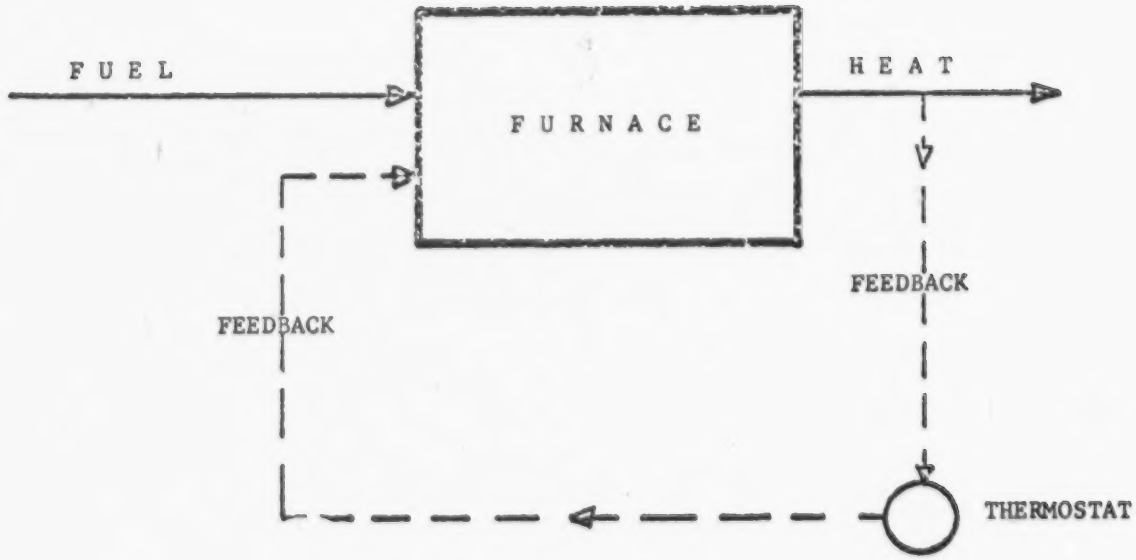
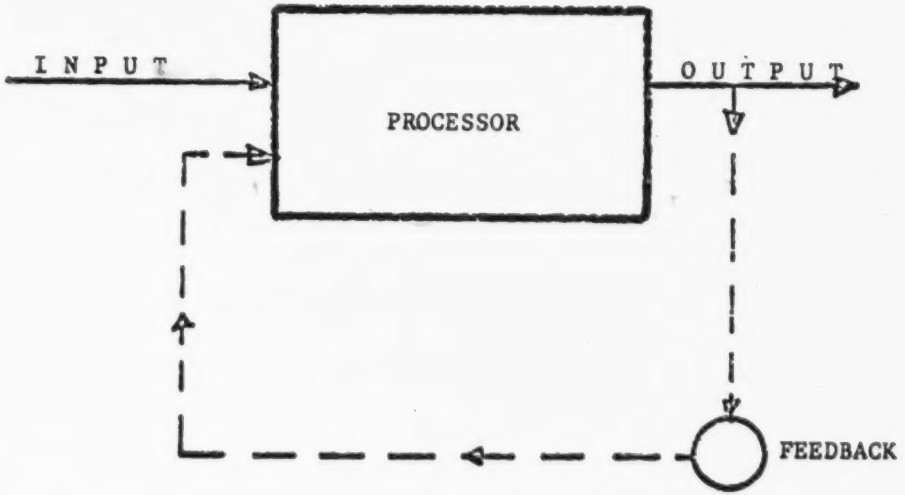
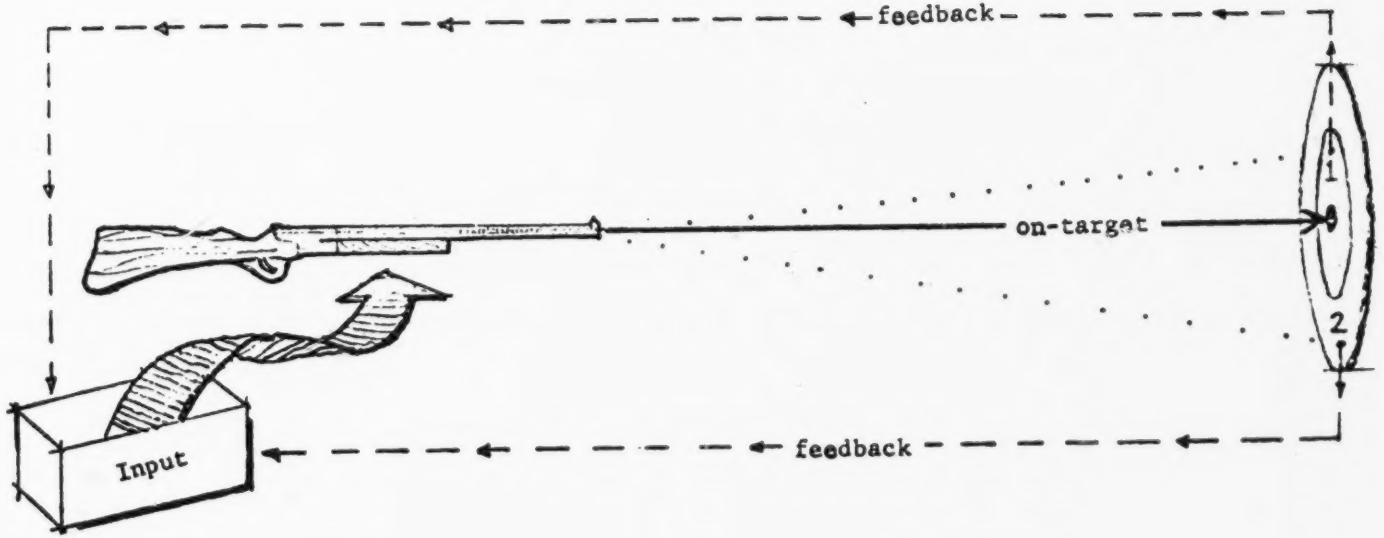

FUEL
FURNACE
HEAT
FEEDBACK
FEEDBACK
THERMOSTAT

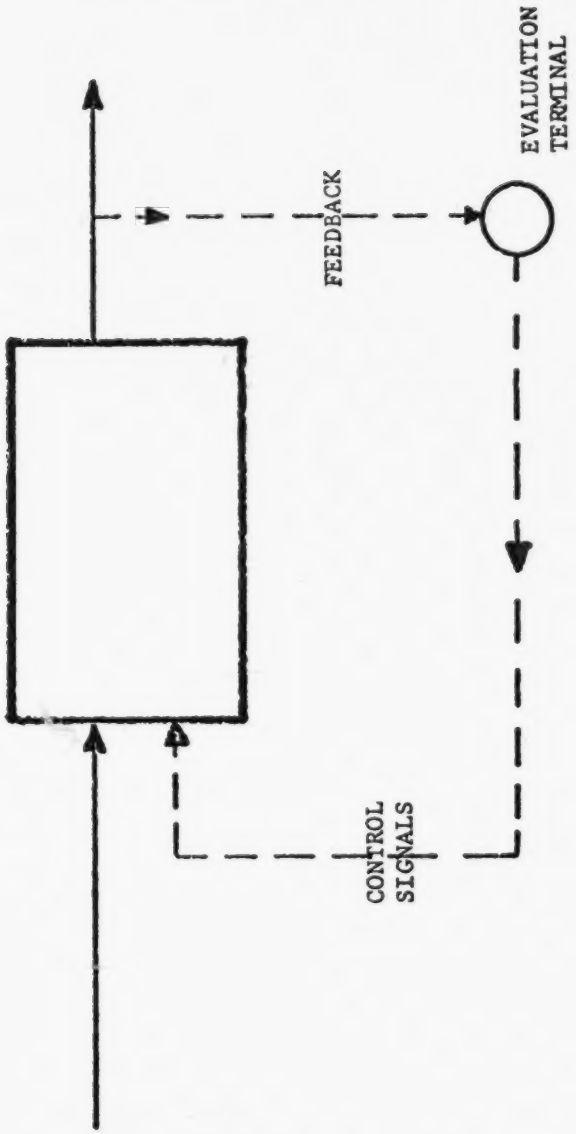
"OPEN LOOP" SYSTEM

"CLOSED LOOP" (or GUIDED) SYSTEM



FEEDBACK: Output from a system which is returned as input to control future output.




EVALUATION TERMINAL
FEEDBACK
CONTROL SIGNALS

MATCHING QUESTIONS

Match the definitions on the left with the appropriate word or phrase in the column on the right.

_____ 1. Data or information about the output of a system

_____ 2. Output has no effect on future input or on subsequent output; has no means of correcting deficiencies.

_____ 3. Translation of data into information which can be used as a basis for changing or controlling future output.

_____ 4. Has a mechanism for evaluating output; data is returned to the system to correct deficiencies.

A. Open loop system

B. Closed loop system

C. Feedback

D. Evaluation

48

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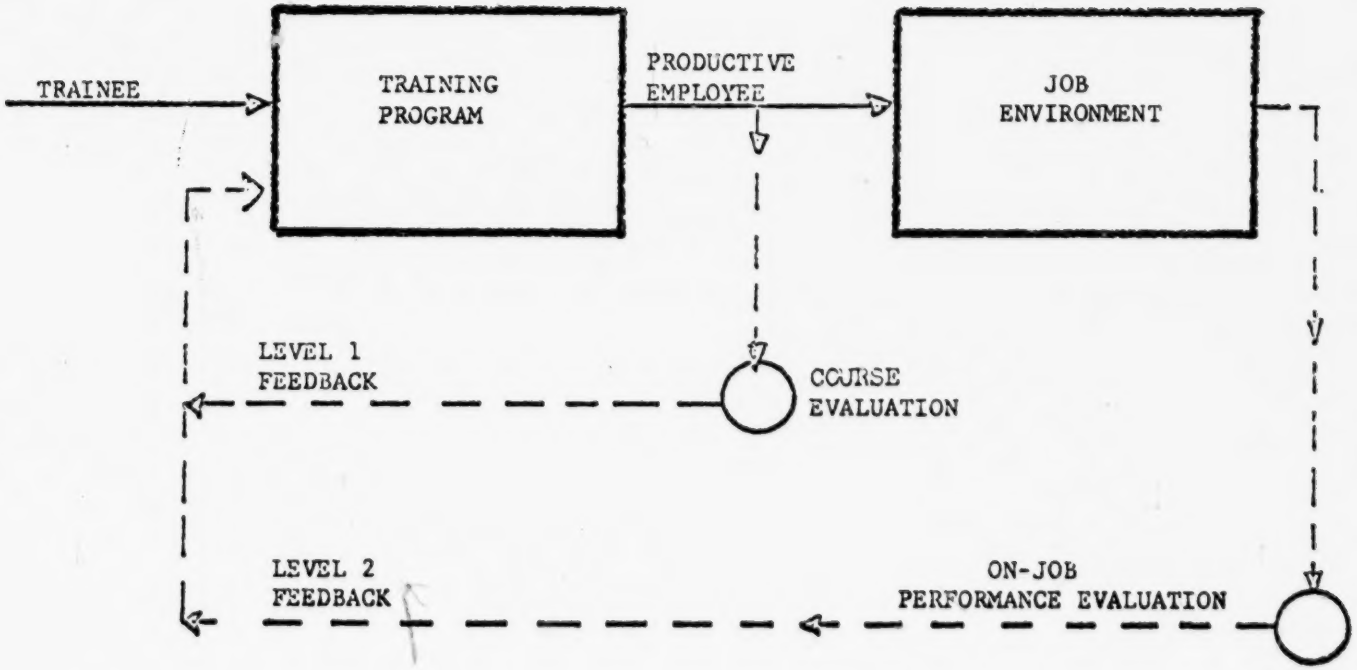
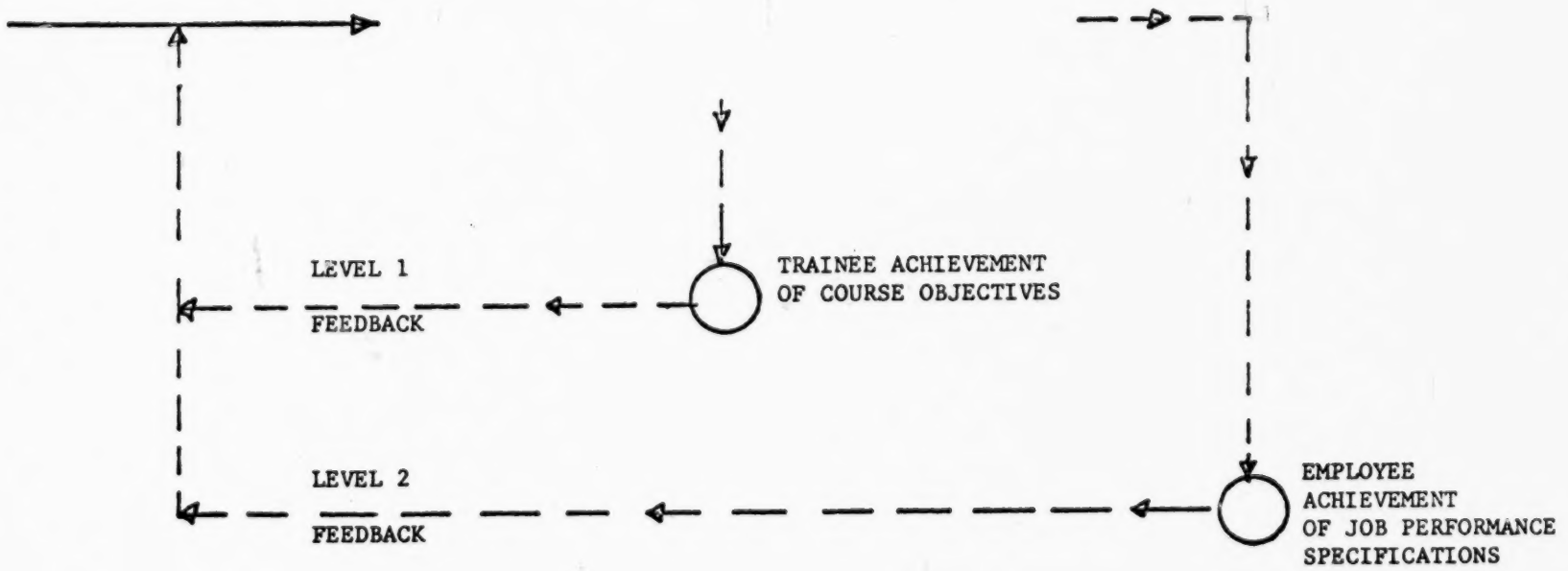
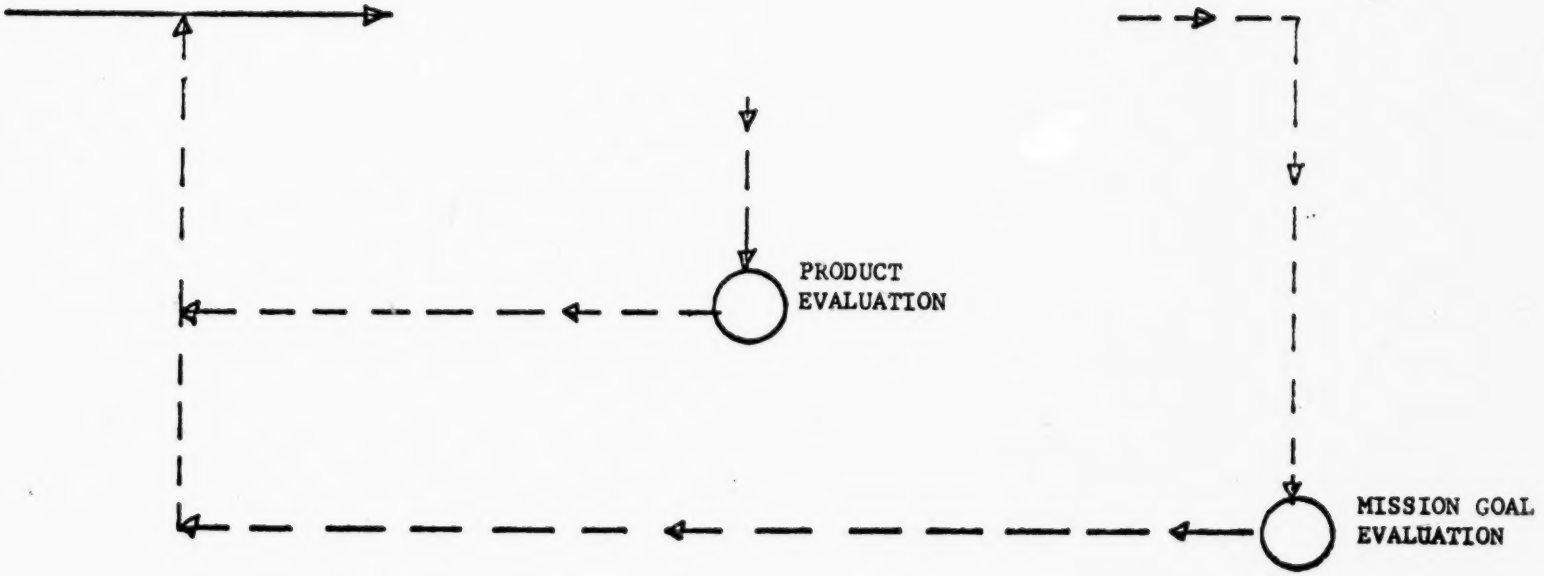

TRAINEE
TRAINING PROGRAM
PRODUCTIVE EMPLOYEE
JOB ENVIRONMENT
LEVEL 1 FEEDBACK
COURSE EVALUATION
LEVEL 2 FEEDBACK
ON-JOB PERFORMANCE EVALUATION

QUALITY CONTROL.




PRODUCT
EVALUATION
MISSION GOAL
EVALUATION

1. Each of the following statements represents "feedback" which can be evaluated to provide information for making corrections in our training system. For each statement, enter a "1" in the blank space to indicate "Level 1 Feedback," and "2" for "Level 2" feedback.

_____ a. Only 40 percent of the trainees were able to complete the practice exercise without error.

_____ b. Of 30 students in the class, 92 percent scored 90 or above on the end-of-course examination.

_____ c. The error rate on Coding & Editing of Form 9990 was 4 percent the first week after completing the training course; it dropped to 1.5 percent after the third week on-the-job.

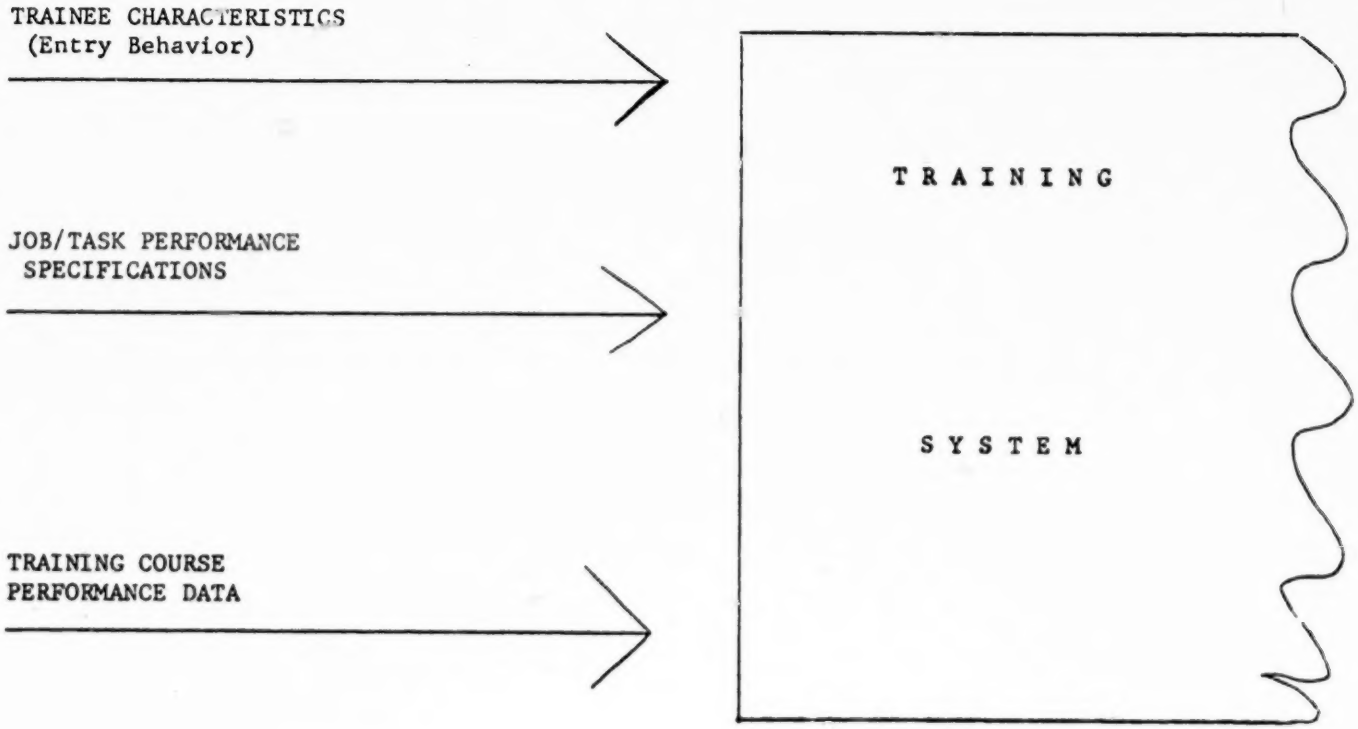
_____ d. Each new employee was required to demonstrate ability to make 10 entries per hour at an error rate of .02 before being allowed to leave the training program and report to his supervisor.

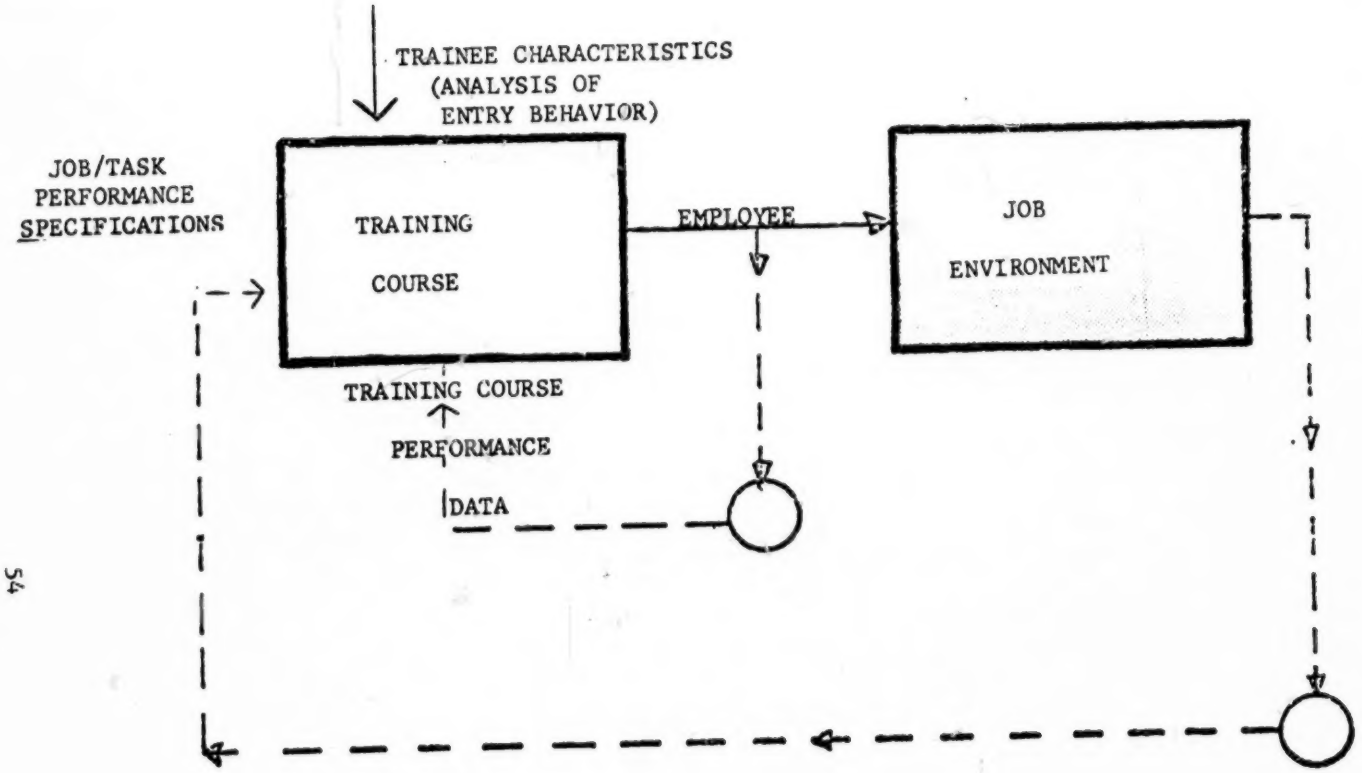
_____ e. The most common discrepancy noted was failure to depress the alfa lock key. Experienced employees accounted for only 7 percent of these errors.

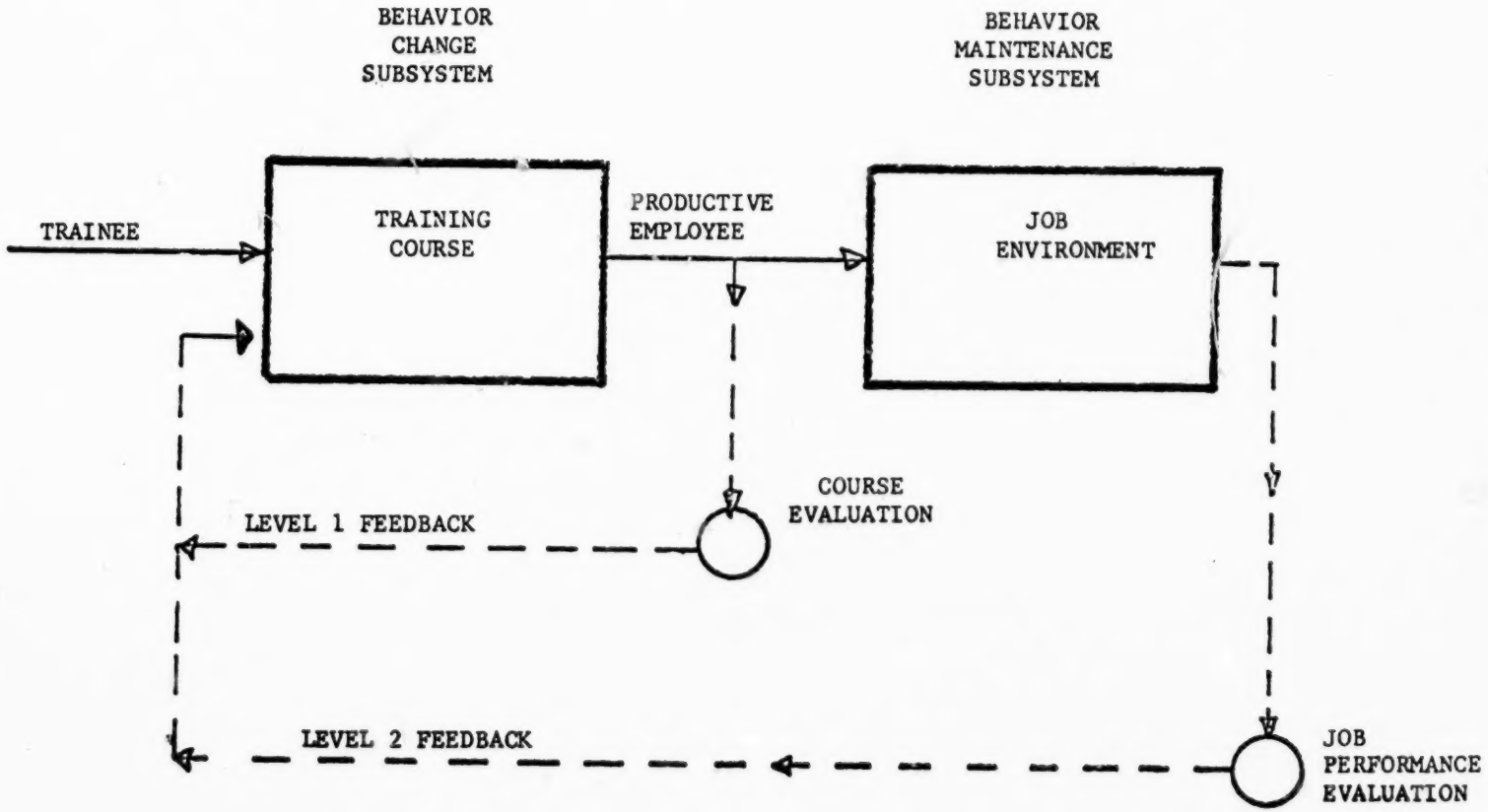
2. Taken collectively, the two levels of feedback and the two kinds of evaluation make up an important component of a training system, called _____ _____.

3. a. Product evaluation = Level _____ Feedback.

b. Mission Goal evaluation = Level _____ Feedback.

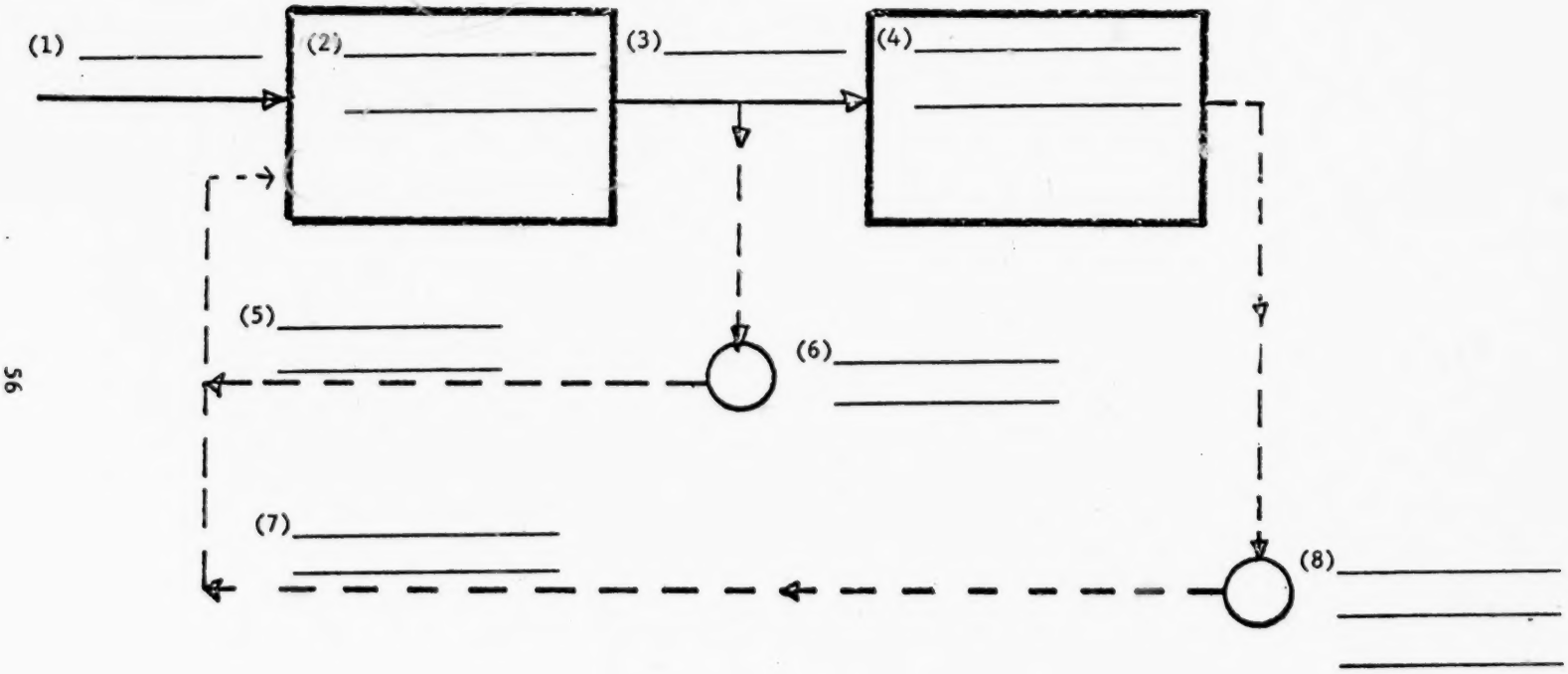

TRAINEE CHARACTERISTICS
(Entry Behavior)
JOB/TASK PERFORMANCE
SPECIFICATIONS
TRAINING COURSE
PERFORMANCE DATA
TRAINING
SYSTEM


TRAINEE CHARACTERISTICS
(ANALYSIS OF
ENTRY BEHAVIOR)
JOB/TASK
PERFORMANCE
SPECIFICATIONS
TRAINING
COURSE
EMPLOYEE
JOB
ENVIRONMENT
TRAINING COURSE
PERFORMANCE
DATA


BEHAVIOR
CHANGE
SUBSYSTEM
BEHAVIOR
MAINTENANCE
SUBSYSTEM
TRAINEE
TRAINING
COURSE
PRODUCTIVE
EMPLOYEE
JOB
ENVIRONMENT
COURSE
EVALUATION
LEVEL 1 FEEDBACK
LEVEL 2 FEEDBACK
JOB
PERFORMANCE
EVALUATION

CRITERION EXAMINATION

1. Objective one. In the blank spaces, label the major components of the system model. Be sure you use the terms that apply to a training system; for example, Trainee instead of Input. Don't worry about precise terminology -- just show that you've got the general idea.



56

MORE QUESTIONS ON NEXT PAGE

CRITERION EXAMINATION

2. Objective Two. In your own words, describe the difference between an "open loop" system and a "closed loop" system.

_____

_____

_____

_____

3. Objective Three. Listed below are several types of data. In the blank space, enter a C for that which might be useful feedback as part of Course Evaluation, and J for that which might be part of Job Performance. Evaluation.

_____ a. Programmed instruction student responses

_____ b. Keypunch operator error rates

_____ c. Number documents processed per hour

_____ d. Final examination scores

_____ e. Taxpayer complaint records

_____ f. Student and Instructor comments on course

4. Objective Four. List the three principal inputs into a training system (use your own words).

a. _____

b. _____

c. _____

5. Objective Five. Look back at the system model on the previous page. List below the numbers of the four components of the training system which make up the "Quality Control" mechanism.

a._____ c._____

b._____ d._____

TURN THE PAGE WHEN FINISHED

ANSWERS TO CRITERION EXAMINATION

1. Objective I (Page 20)

   (1) Trainee

   (2) Training Course (or Behavior Change Subsystem)

   (3) Employee

   (4) Job Environment (or operating Function, or Behavior Maintenance Subsystem)

   (5) Level 1 (or Course) Feedback

   (6) Course Evaluation

   (7) Level 2 (or Job Performance Feedback

   (8) Job Performance Evaluation

2. A "closed loop" system has a mechanism for evaluating output to control future output. In the "open loop" system, no such control mechanism exists. (Any wording which approximates this answer will be okay.)

3. C a. C d.
   J b. J e.
   J c. C f.

4. a. Trainee characteristics (entry behavior)

   b. Job/Task Performance specifications

   c. Training Course performance data

5. a. 5 c. 7
   b. 6 d. 8

NOTE: Look back at page 1. The five questions you have just answered were designed to test your achievement of the behavioral objectives.

TURN TO NEXT PAGE WHEN FINISHED

QUALITY CONTROL (LEVEL 1 FEEDBACK) SHEET

Look back through all your responses. Where you answered incorrectly, make a check mark (√). If you have any idea why you missed the question, please explain in the margin or on the back. This will help us improve and validate this program. We need this "Level 1 Feedback."

PAGE 4

1._____

2.a._____

b._____

c._____

3.a._____

b._____

c._____

d._____

e._____

f._____

PAGE 7

1.(a)_____

(b)_____

(c)_____

(d)_____

PAGE 7 (cont.)

2(a)_____

(b)_____

(c)_____

(d)_____

PAGE 12

1._____

2._____

3._____

4._____

PAGE 16

1.a._____

b._____

c._____

d._____

e._____

2._____

3.a._____

b._____

PAGE 20

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

(6)_____

(7)_____

(8)_____

PAGE 21

2._____

3.a._____

b._____

c._____

d._____

e._____

f._____

4.a._____

b._____

c._____

5.a._____

b._____

c._____

d._____

TEAR OFF AND TURN IN TO INSTRUCTOR

SYSTEMS APPROACH GETS RESULTS, by William R. Tracey, Edward B. Flynn, Jr., and C. L. John Legere.

May be purchased from Gellert Publishing Corporation, Training in Business and Industry, 33 West 60th Street, New York, 10023. Phone area code 212, 757-3700. Price: 25¢ per copy. Appeared in June 1967 issue of Training in Business and Industry.

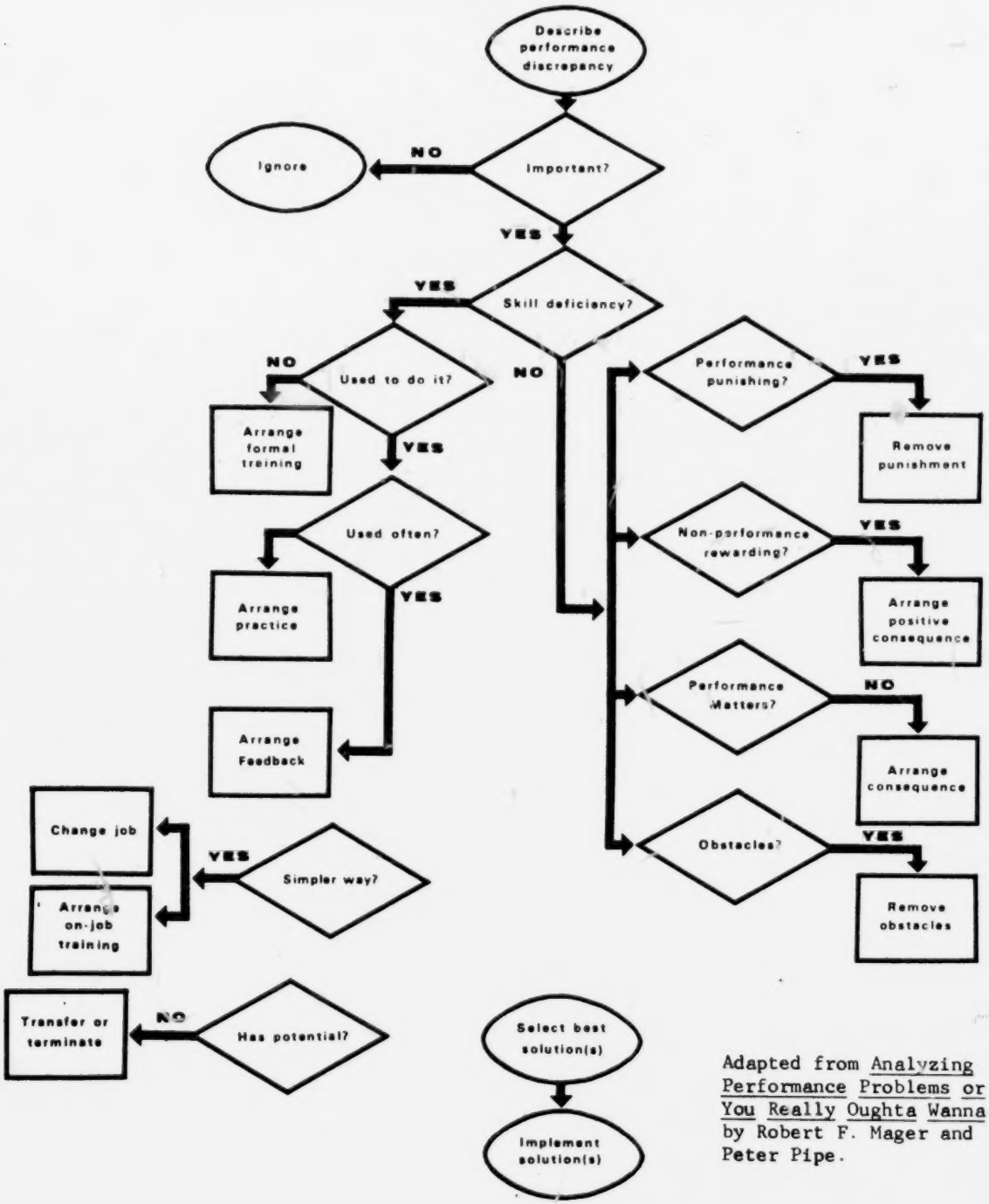
Handout #4

APPLICATION OF A SYSTEMS APPROACH TO TRAINING:
A CASE STUDY - Training Systems and Technology Series No. 11

May be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
Price: 30¢ per copy. June 1969, revised edition.

Handout # 5

ANALYZING PERFORMANCE PROBLEMS



Adapted from Analyzing Performance Problems or You Really Oughta Wanna by Robert F. Mager and Peter Pipe.

Quick-reference Checklist

Key Issues	Questions To Ask
I. He isn't doing what he should be doing. *I think I've got a training problem.*	
1. What is the performance discrepancy?	Why do I think there is a training problem?
	What is the difference between what is being done and what is supposed to be done?
	What is the event that causes me to say that things aren't right?
	Why am I dissatisfied?
2. Is it important?	*Why* is the discrepancy important?
	What would happen if I left the discrepancy alone?
	Could doing something to resolve the discrepancy have any worthwhile result?
3. Is it a skill deficiency?	Could he do it if he really had to?
	Could he do it if his life depended on it?
	Are his present skills adequate for the desired performance?

(Note: The Quick-Reference Checklist is available in expanded worksheet form /8½ x 11/ with space for answers to questions. In packages of 25 only; $2.00 per package from Fearon Publishers.)

Key Issues	Questions To Ask
II. Yes. It is a skill deficiency. *He couldn't do it if his life depended on it.*	
4. Could he do it in the past?	Did he once know how to perform as desired? Has he forgotten how to do what I want him to do?
5. Is the skill used often?	How often is the skill or performance used? Does he get regular feedback about how well he performs? Exactly how does he find out how well he is doing?
6. Is there a simpler solution?	Can I change the job by providing some kind of job aid? Can I store the needed information some way (written instructions, checklists) other than in someone's head? Can I show rather than train? Would informal (i.e., on-the-job) training be sufficient?
7. Does he have what it takes?	Could he learn the job? Does he have the physical and mental potential to perform as desired? Is he over-qualified for the job?

Key Issues	Questions To Ask
III. It is not a skill deficiency. *He could do it if he wanted to.*	
8. Is desired performance punishing?	What *is* the consequence of performing as desired? Is it punishing to perform as expected? Does *he* perceive desired performance as being geared to penalties? Would his world become a little dimmer (to him) if he performed as desired?
9. Is *non*-performance rewarding?	What is the result of doing it his way instead of my way? What does he get out of his present performance in the way of reward, prestige, status, jollies? Does he get more attention for *mis*behaving than for behaving? What event in the world *supports* (rewards) his present way of doing things? (Are you inadvertently rewarding irrelevant behavior while overlooking the crucial behaviors?) Is he "mentally inadequate," so that the less he does the less he has to worry about? Is he physically inadequate, so that he gets less tired if he does less?

Key Issues	Questions To Ask
10. Does performing really matter?	Does performing as desired matter to the performer?
	Is there a favorable outcome for performing?
	Is there an undesirable outcome for *not* performing?
	Is there a source of satisfaction for performing?
	Is he able to take pride in his performance, as an individual or as a member of a group?
	Does he get satisfaction of ***his*** needs from the job?
11. Are there obstacles to performing?	What prevents him from performing?
	Does he know *what* is expected of him?
	Does he know *when* to do what is expected of him?
	Are there conflicting demands on his time?
	Does he lack the authority? . . . the time? . . . the tools?
	Is he restricted by policies or by a "right way of doing it" or "way we've always done it" that ought to be changed?

Key Issues	Questions To Ask
	Can I reduce interference by improving lighting? . . . changing colors? . . . increasing comfort? . . . modifying the work position? . . . reducing visual or auditory distractions?
	Can I reduce "competition from the job" – phone calls, "brush fires," demands of less important but more immediate problems?
IV. What should I do now?	
12. Which solution is best?	Are any solutions inappropriate or impossible to implement?
	Are any solutions plainly beyond our resources?
	What would it "cost" to go ahead with the solution?
	What would be the added "value" if I did?
	Is it worth doing?
	Which remedy is likely to give us the most result for the least effort?
	Which are we best equipped to try?
	Which remedy interests us most? (Or, on the other side of the coin, which remedy is most visible to those who must be pleased?)

Handout #7

EXAMPLES OF PERFORMANCE DISCREPANCIES

EXAMPLE #1

The dress of several young employees has been bothering the supervisor. Several males have been dressing in the latest mode, all in bright colors--bell-bottomed purple pants, orange shirts, accessories to match. Several females have been wearing micro-mini skirts which have been distracting to other employees.

EXAMPLE #2

A recently hired clerk-typist who just graduated from high school can type 60 words per minute, but does not know how to type memos or letters in the prescribed agency format.

EXAMPLE #3

The major performance discrepancy in organization X appears to be poor first-line supervision. First-line supervisors can't seem to delegate and when they do delegate they follow-up continuously resulting in personal friction, low morale, and high turnover.

An interview with several of the supervisors reveals that they all have attended supervisor training courses but that you can't apply that "theory stuff" they teach in this organization. A supervisor in this organization has to know what is going on every minute of the day. A supervisor gets called into the front office several time a week and is asked the status of particular projects in his unit. If he doesn't know, heads "roll."

EXAMPLE #4

Monthly reports are always late, and when they are late the supervisor doesn't have time to return them for rewriting or revisions. If they have to be rewritten, the boss does it so he can meet his deadline.

Handout #8

METHODS OF TRAINING: DISCUSSION QUESTIONS

1. What method of training is best?

   a. Lecture
   b. Conference of discussion
   c. Demonstration
   d. Case Method
   e. None of the above, since any could well be "best" depending on circumstances.

2. The student who actually works out problems will probably do (better/worse) on a test than the students who only read the explanation and look at the example.

3. A student who waits two weeks for test results (will/will not) learn as well as a student whose test is scored immediately.

4. An instructor is disturbed because students are not "getting" the material. They say they don't understand his lectures or the text. As he has no specific record of what goes wrong, he has difficulty in revising and improving his presentations. What training principle is not being followed here?

   a. Students should control their learning pace
   b. Testing for feedback
   c. A student learns best if the material is dealt with in small steps
   d. Students were not getting immediate confirmation of their efforts

5. The instructor knows what is true and essential. It is the instructor's job to set out what is to be learned and the job of the student is to learn it. (True/False)

6. Would the lecture method be suitable for teaching a mechanical skill such as the disassembly of a TV set? (Yes/No)

7. The instructor has few means of determining whether students are learning when he employs the lecture method. (True/False)

8. Class size, type of information to be taught, students' level of experience, amount of time available--all these are factors to be considered in selecting an instructional method. (True/False)

9. Which one of the subjects below would be suited for a live demonstration?

   a. Reviewing a claim
   b. Conducting an interview
   c. Preparing a report

10. Which of the following lessons do you think is best suited to the conference method of instruction?

    a. A lesson on the construction, functioning, disassembly, and assembly of a device
    b. A lesson on the purpose, use, format, and content of lesson plans
    c. An orientation lesson on course content and administrative procedures

11. Listed below are five major phases in the incident process. Please select the proper sequence.

    1. What are the problems?
    2. What are the facts?
    3. Statement of the case
    4. Instructor analysis and conclusions?
    5. What are the solutions and conclusions?

    a. 5-4-3-2-1
    b. 2-3-1-5-4
    c. 1-2-3-4-5
    d. 3-2-1-5-4

12. What is the major difference between the incident process and the case method of instruction?

    a. The cases used in the case method are more realistic and typical of discussions the student will have to make on-the-job.
    b. Subject matter suitable for case study may not be used in the incident process
    c. In the incident process, all pertinent facts are not given to the students; they must ask for them from the instructor

13. Is the following sequence for conducting a conference--

    a. Correct
    b. Incorrect

    1. short prepared talk by leader
    2. group discussions
    3. summary

Time is a factor in selecting and using certain instructional methods. which applies generally?

14. _____ Case
15. _____ Demonstration
16. _____ Group
17. _____ Lecture
18. _____ Programmed Instruction
19. _____ Incident Process

a. Comparatively short time

or

b. Comparatively long time

20. The topics suitable for the panel method are those that concern new information, not information with which the audience is familiar. (True/False)

21. Put into logical sequence the following elements of a small workgroup format.

1. Work group leader reports
2. Instructor's summary
3. Designation of work group members and task assignments
4. Workgroup discussions
5. Instructor's brief presentation

a. 2-4-3-1-5
b. 2-4-1-3-5
c. 5-3-4-1-2
d. 1-2-3-4-5
e. 3-4-1-5-2

Please match the instructional method with its description.

INSTRUCTIONAL METHOD	DESCRIPTION
22. _____ Role Playing	a. Teaching by showing
23. _____ Lecture	b. Directed discussion to attain pre-determined objectives
24. _____ Demonstration	c. Impersonalizes situations which might be charged with emotions
25. _____ Programmed Instruction	d. Teacher has strict control of content and its pace
26. _____ Case Method	e. Learning by doing
27. _____ Business Games	f. Though content is rigidly difined, it is self-instructional and student can proceed at own pace
28. _____ Incident Process	g. Aids in recognizing covert factors which help or hinder a group as it seeks to accomplish its tasks
29. _____ Sensitivity Training	h. Trainees are asked to discover and discuss principles and practices in a situation which help in problem solving
30. _____ Conference Method	i. Simulation essentially
31. _____ Practice (Guided)	j. Improves fact-gathering techniques by increasing questioning skills

METHODS OF TRAINING: DISCUSSION QUESTIONS

Answer Sheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
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22. _____
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24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____

METHODS OF TRAINING: DISCUSSION QUESTIONS

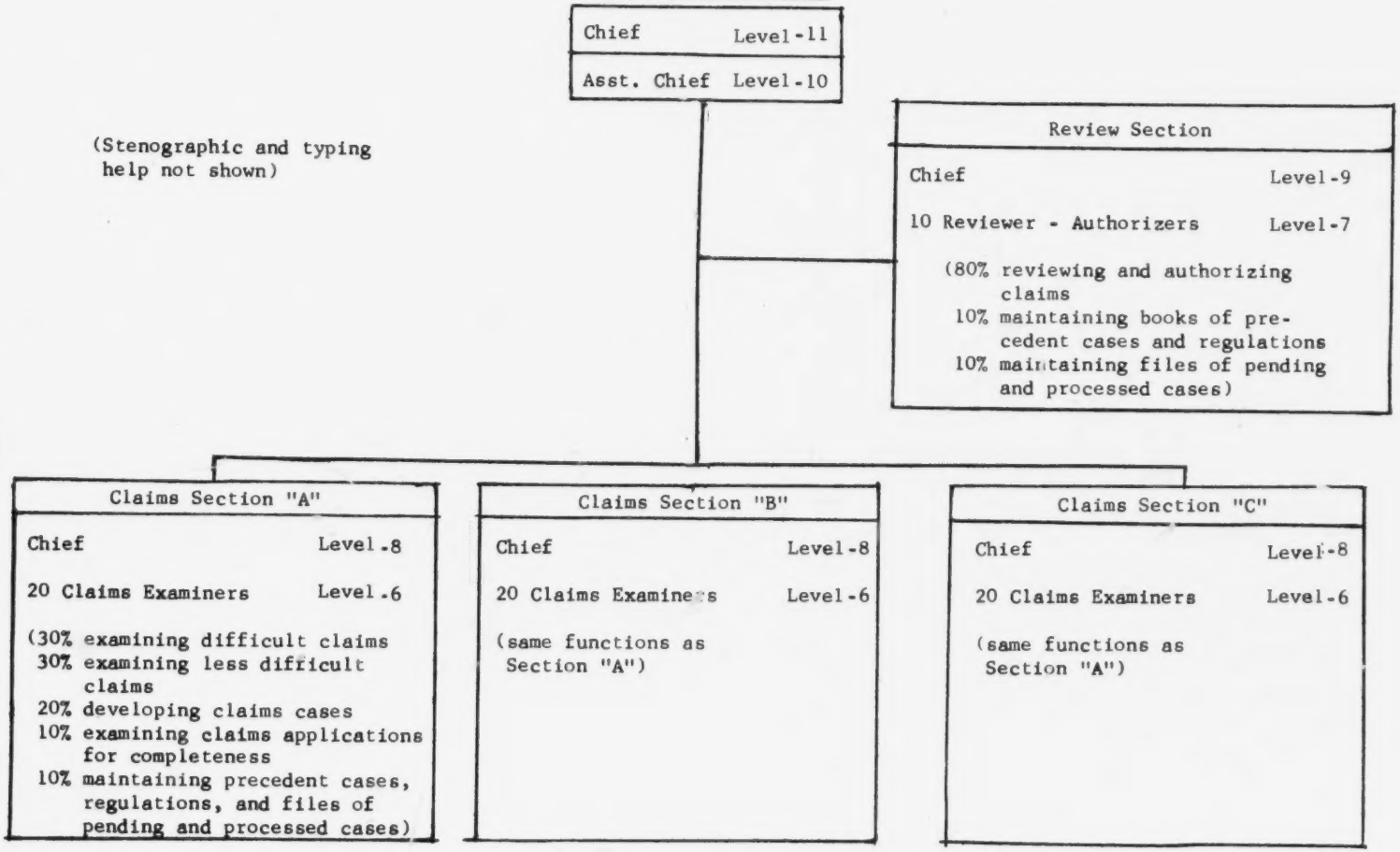
Scoring Key

1. e
2. better
3. will not
4. b
5. False
6. No
7. True
8. True
9. b
10. b
11. d
12. c
13. a
14. b
15. a
16. a
17. b
18. a
19. b
20. True
21. c
22. c
23. d
24. a
25. f
26. h
27. i
28. j
29. g
30. b
31. e

Handout #9

CLAIMS EXAMINING PROBLEM

ORIGINAL ORGANIZATION


Chief Level-11
Asst. Chief Level-10
(Stenographic and typing help not shown)
Review Section
Chief Level-9
10 Reviewer - Authorizers Level-7
(80% reviewing and authorizing claims
10% maintaining books of precedent cases and regulations
10% maintaining files of pending and processed cases)
Claims Section "A"
Chief Level-8
20 Claims Examiners Level-6
(30% examining difficult claims
30% examining less difficult claims
20% developing claims cases
10% examining claims applications for completeness
10% maintaining precedent cases, regulations, and files of pending and processed cases)
Claims Section "B"
Chief Level-8
20 Claims Examiners Level-6
(same functions as Section "A")
Claims Section "C"
Chief Level-8
20 Claims Examiners Level-6
(same functions as Section "A")

Problem: Increase efficiency of organization, provide better career promotion ladder, cut costs by redesign of jobs.

(continued on reverse)

CLAIMS EXAMINING PROBLEM

claims examining function involves (by ascending grade level of work):

(1) Examining claims applications and supporting documents for presence of all required information, completeness, etc., and returning to applicant if incomplete.

(2) Determining what documentary evidence is needed from source other than applicant, and securing this evidence (claims development).

(3) Examining the claim to determine eligibility, entitlement, and amount to be authorized, and taking adjudicatory action.

(4) Authorizing the claim - involves signatory authority to authorize disbursement of funds based upon a review of the claims file and adjudication action.

NOTE: It is usually feasibie to arrange the work in any combination of functions.

Handout #10

CLAIMS EXAMINING PROBLEM

Analysis

Two features stand out - the degree of job dilution present (spreading of high-level work among several positions, with the result that a greater number of higher-graded positions are created), and the presence of a "deputy," the Level 10, Assistant Chief (positions of this type should always be examined to see if they are really needed).

Solution

No set solution can be offered on the basis of the facts given. A solution could take many different directions, depending on what the specific circumstances were.

Need for Balance

A solution would call for balancing several factors. Some of these factors, and the steps that might be taken to achieve each, are:

a. Economy. Creating as many "pure" positions as possible ("job purification") would give the greatest salary savings. This would mean setting up some positions at Level 7 confined to full-time reviewing/authorizing some at Level 6 confined to examining difficult claims; etc., etc. (including some at Level 2 confined to full-time file work.)

b. Efficiency. "Job purification" would also seem more efficient (because employees can learn a single set of tasks more easily than a variety), but certain inefficiencies would also be included. For example, papers would have to pass through several hands, requiring each person to go over some of the same ground his predecessor did.

c. Motiviation. Employees confined to narrow sets of tasks or single aspects of a function commonly find little satisfaction in such work and tend to have lower morale and be less productive. Greater motivation usually results when assignments are made more meaningful. One way of doing this is to give employees "modules" of work. In this case this would mean, for example, making some employees responsible for all the "technical" examining work for specified organizations, including authorizing the claims, and giving them assistants who would do the clerical work (including the initial claims examination and claims development if within their capability).

d. Skills utilization. An arrangement such as just described would also make for fuller skills utilization. The "clerical assistants" would be exposed to and be given on-the-job training in the technical examining work, depending on their interest and capability, so that they could be eligible for advancement to the technical examining level as soon as the work situation permitted.

Modifying Circumstances

As mentioned earlier, the particular direction taken would depend on the specific circumstances present. For example:

a. Constant turnover at particular levels might make it necessary to restrict the number of positions at these levels. On the other hand, ability to recruit at these levels would make this step unnecessary.

b. Inability to attract recruits from the labor market at entrance levels (e.g., Level 2 or 3) might force the creation of broader assignments that would support higher levels.

c. Government regulations might prevent setting up certain types of work assignments -- for example, having the same personnel doing both examining and authorizing.

d. In a stable organization, with low turnover (frequently the case with activities in remote areas), it might be unrealistic to have many different levels in the organization -- i.e., to attempt to hold capable employees for long periods of time in routine assignments.

e. Fluctuating work volume, more particularly surges that occur continually but that are unpredictable in their size and origin, could make an arrangement of work on the basis of the organizations served (discussed under "motivation" above) unworkable.

Summary

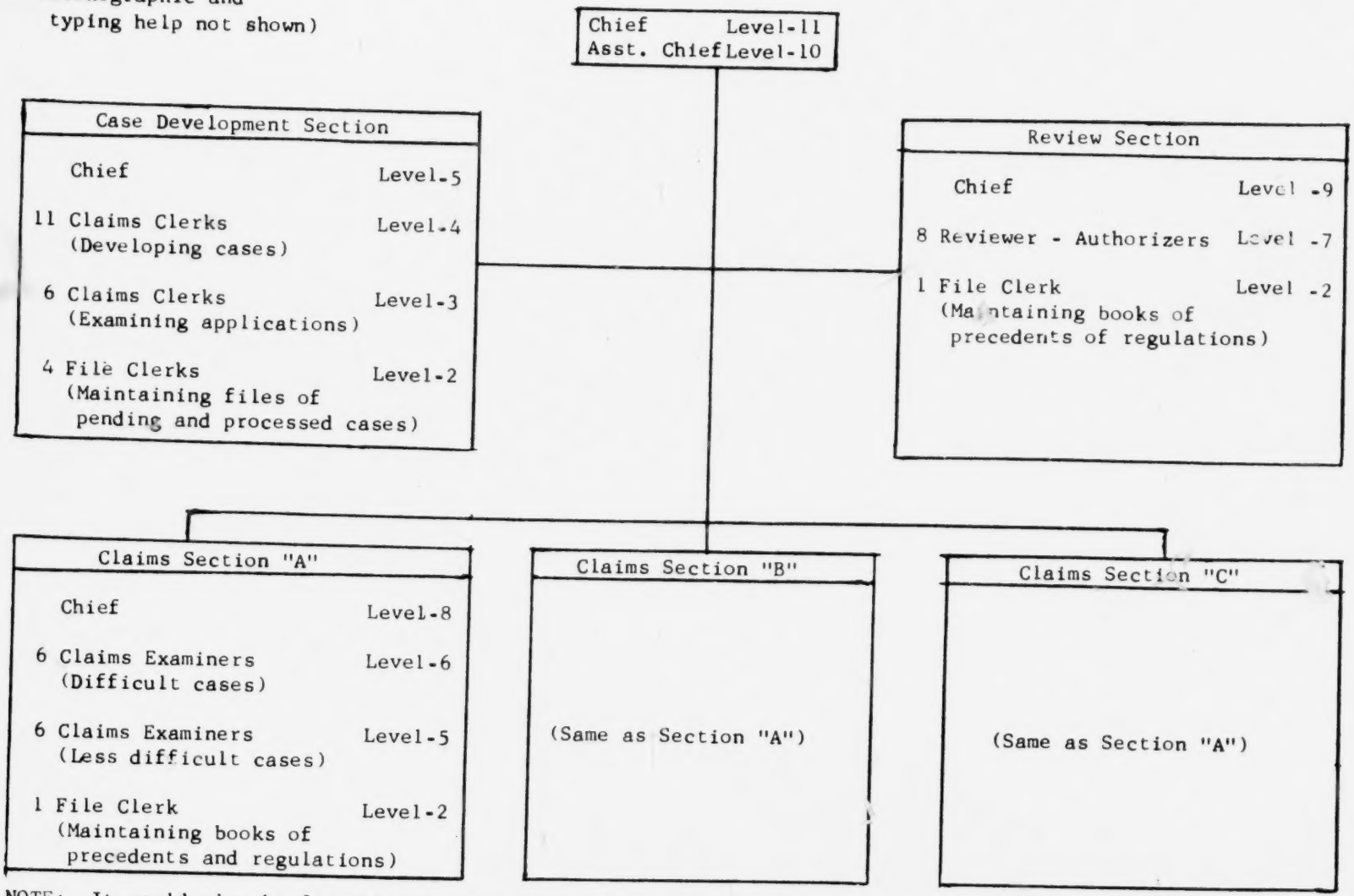
There is no set solution, however, the following example is one approach:

Handout #10 (continued)

CLAIMS EXAMINING SOLUTION

REDESIGNED ORGANIZATION

(Stenographic and typing help not shown)


Chief Level-11
Asst. Chief Level-10
Case Development Section
Chief Level-5
11 Claims Clerks (Developing cases) Level-4
6 Claims Clerks (Examining applications) Level-3
4 File Clerks (Maintaining files of pending and processed cases) Level-2
Review Section
Chief Level-9
8 Reviewer - Authorizers Level-7
1 File Clerk (Maintaining books of precedents of regulations) Level-2
Claims Section "A"
Chief Level-8
6 Claims Examiners (Difficult cases) Level-6
6 Claims Examiners (Less difficult cases) Level-5
1 File Clerk (Maintaining books of precedents and regulations) Level-2
Claims Section "B"
(Same as Section "A")
Claims Section "C"
(Same as Section "A")

NOTE: It would also be feasible to eliminate reviewer-authorizers and give signatory authority to claims examiners. Would this increase efficiency? How could review of examiners' work be accomplished? What effect would it have on examiners' levels?

CLAIMS EXAMINING SOLUTION

COMPARISON OF ORGANIZATIONS

Original	Redesigned
6 Supervisory Claims Examiners	6 Supervisory Claims Examiners
	1 Supervisory Claims Clerk
10 Reviewer - Authorizers Level 7	8 Reviewer - Authorizers Level 7
60 Claims Examiners Level 6	18 Claims Examiners Level 6
	18 Claims Examiners Level 5
	11 Claims Clerks Level 4
	6 Claims Clerks Level 3
	8 File Clerks Level 2
76	76
Average Level = 6.37	Average Level = 5.14

V. COURSE DESCRIPTION

ADVANCED WORKSHOP IN EMPLOYEE DEVELOPMENT

BACKGROUND

The past two years, under an interagency agreement with the Department of Housing and Urban Development, the Civil Service Commission has conducted a basic Workshop in Employee Development. This year's agreement includes the conducting of an advanced Workshop in Employee Development for participants who have attended the basic workshop or for other employees who have considerable experience in training and employee development activities.

CONTENT AND OBJECTIVES

At the completion of this course, participants should have increased knowledge about the:

- training officer's job
- systems approach to training
- techniques involved in analyzing performance problems
- alternatives to formal training
  - -- on-the-job training
  - -- job restructuring
- training cost model
- trends in management development training
- HUD training efforts

ELIGIBILITY

Employees of State and local agencies who are responsible for training and employee development activities are eligible to attend. Nominees should have attended the "Basic Workshop in Employee Development" or have considerable experiences in training activities. First priority will be given to such HUD-related agencies as housing, planning, urban renewal, Model Cities (and Model Cities projects, if under another operating agency). Second priority will be given agencies with a direct oversight responsibility associated with these HUD-related agencies. Other State and local agencies and housing and urban affairs-related non-profit organizations may be accepted on a space-available basis.

COSTS

There will be no tuition charge for this course. The Department of Housing and Urban Development has funded all costs for the development and presentation of this course.

IN REPLY PLEASE REFER TO

YOUR REFERENCE

VI. SAMPLE LETTER TO PARTICIPANTS

Participants attending
ADVANCED WORKSHOP IN EMPLOYEE DEVELOPMENT

Welcome to the ADVANCED WORKSHOP IN EMPLOYEE DEVELOPMENT.

The workshop will begin on , and end on
The course will be held at The first day's
session will begin at 8:45 a.m.

We have designed this workshop to include a variety of learning experiences to provide you with the concepts, techniques, and methods needed by professionals involved with employee development. In order for you to get the most out of the course, your active participation will be needed.

We look forward to having you with us in this workshop. Please call me on if you have any questions.

Sincerely yours,

UNITED STATES CIVIL SERVICE COMMISSION
AND
DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

CERTIFICATE OF TRAINING

This Is To Certify That

Has Attended The *Advanced Workshop in Employee Development*

Given In

NAME
TITLE

Department of Housing and Urban Development

DATE

NAME
TITLE

U.S. Civil Service Commission

VIII. SAMPLE EVALUATION

PARTICIPANT EVALUATION	COURSE TITLE DATE(S) FROM _____ TO _____

Your reactions to this course are very important to us in planning future courses. We are interested, therefore, in your evaluation of this course in terms of both its announced objectives and your objectives in attending it. We invite your constructive suggestions concerning modifications which you believe would improve the course and make it more useful to future participants. This form is intended to identify the kind of information which we usually find most helpful; however, please do not feel bound to limit your remarks to the questions on the form. Your pertinent comments on any aspect of this course will be welcomed and considered.

(Please answer both of the following items before turning page.)

1. What do you believe were the most significant weaknesses in this course?

2. What do you believe were the most significant strengths in this course?

CSC FORM 746
NOVEMBER 1966

1. In terms of how well the course objectives were accomplished, how do you evaluate the program? (Check one.)

☐ Excellent ☐ Very Good ☐ Satisfactory ☐ Unsatisfactory

2. a. Would you add or emphasize any subject-matter areas in subsequent sessions of this course?

☐ Yes ☐ No If "Yes," list these areas and give your reasons:

b. Would you delete or deemphasize any subject-matter areas?

☐ Yes ☐ No If "Yes," list these areas and give your reasons:

3. List the lecturers/resource persons you think were more successful and less successful in accomplishing the objectives of their presentations.

MORE SUCCESSFUL	LESS SUCCESSFUL

4. Other Comments (Give any other comments, either general or specific, that you would like to make about the course. If you need more space, use a separate sheet of paper.)

ERIC Clearinghouse
JUL 1 0 1973
on Adult Education

AGENCY	GRADE AND JOB TITLE

NAME (OPTIONAL)